

A.I.D. EVALUATION SUMMARY - PART I

1. BEFORE FILLING OUT THIS FORM, READ THE ATTACHED INSTRUCTIONS.
2. USE LETTER QUALITY TYPE, NOT "DOT MATRIX" TYPE.

IDENTIFICATION DATA

| | | | | | |
|--|--|--|--|---|--|
| A. Reporting A.I.D. Unit: Development Programs Office, Training Division Mission or AID/W Office _____ (ES# <u>DP-06/95</u>) | | B. Was Evaluation Scheduled In Current FY Annual Evaluation Plan? Yes <input checked="" type="checkbox"/> Slipped <input type="checkbox"/> Ad Hoc <input type="checkbox"/> Evaluation Plan Submission Date: FY <u>1995</u> Q <u>Q</u> | | C. Evaluation Timing Interim <input checked="" type="checkbox"/> Final <input type="checkbox"/> ExPost <input type="checkbox"/> Other <input type="checkbox"/> | |
|--|--|--|--|---|--|

D. Activity or Activities Evaluated (List the following information for project(s) or program(s) evaluated; If not applicable, list title and date of the evaluation report.)

| Project - No. | Project/Program Title | First PROAG or Equivalent (FY) | Most Recent PACD (Mo / Yr) | Planned LOP Cost (000) | Amount Obligated To Date (000) |
|---------------|------------------------------------|--------------------------------|----------------------------|------------------------|--------------------------------|
| 511-0611 | Bolivian Peace Scholarship Program | 02/22/91 | 06/30/97 | 4,500 | 3,861 |

ACTIONS

| | | | |
|--|--|---|--|
| E. Action Decisions Approved By Mission or AID/W Office Director Action(s) Required | | Name of Officer Responsible for Action | Date Action to be Completed |
| 1. Training Implementation: - Redesign training programs to define the specificity of links between Strategic Objectives and training. - Greater attention paid during recruitment to group homogeneity and gender equity. - Provide trainers with up to date information as to scope and topics of Strategic Objectives. | | BO'Brien BO'Brien BO'Brien | By 03/30/96 on-going on-going |
| 2. Follow-on Program: - Recommend procedures for sustained commitment to fund and staff the Follow-on Program beyond BPSP PACD. - Reengineer the Follow-on Program to focus on Strategic Objectives. - Initiate a reporting mechanism called "accomplishment reports" prepared by returned trainees and distribute such reports to Technical Offices for linkages with Strategic Objectives. - Improve tracking of present and future returned trainees. - Demonstrate support of training to Strategic Objectives through focus papers distributed to mission project officers. | | RKahn BO'Brien/ POssorio POssorio All Trn. Staff BO'Brien/ POssorio | By 09/30/96 By 09/30/96 Begin:01/31/96 on-going Begin:03/30/96 |

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APPROVALS

| | | | | |
|---|-------------------------|------------------------------------|--------------------|----------------------------------|
| F. Date Of Mission Or AID/W Office review Of Evaluation: | | (Month) | (Day) | (Year) |
| G. Approvals of Evaluation Summary And Action Decisions: | | | | |
| | Project Program Officer | Representative of Borrower/Grantee | Evaluation Officer | Mission or AID/W Office Director |
| Name (Typed) | Beatriz O'Brien | — | Virginia Wheaton | Lewis W. Lucke |
| Signature | <i>[Signature]</i> | | <i>[Signature]</i> | <i>[Signature]</i> |
| Date | 11/20/95 | | 11/20/95 | 11/27/96 |

A B S T R A C T

H. Evaluation Abstract (Do not exceed the space provided)

The mid-term evaluation of the Bolivian Peace Scholarship Program (BPSP) was carried out by Aguirre International under contract with USAID/Bolivia. In addition to determining progress toward program goals, the evaluation examined whether the returnees' activities support USAID/Bolivia's four Strategic Objectives.

The evaluation found that these activities do support the Strategic Objectives, and that trainees become change agents on behalf of development in their workplaces, communities, and families. The Mission's Training Division effectively carries out and promotes follow-on activities, despite limited resources. Although an alumni association was not successful, informal alumni groups have been organized in all nine departments.

The evaluation recommended that:

- USAID/Bolivia make a sustained commitment to fund and staff the Follow-on Program;
- Trainees' activities be better documented;
- More female candidates be trained in areas traditionally dominated by men;
- Follow-on activities be maintained and improved;
- Participation of U.S. trainers in predeparture activities be continued;
- Training be better matched with USAID/Bolivia's Strategic Objectives by:
 - redesigning training activities;
 - publicizing trainees' work throughout the Mission;
 - providing U.S. trainers with updated information on the scope and topics of Strategic Objectives; and
 - matching follow-on activities (as spelled out in trainee-designed action plans, more closely to Strategic Objectives and results packages.

Trainees report that the BPSP has fostered their leadership capacity by instilling self-confidence, a risk-taking attitude, and a greater willingness to try new things. These traits, when coupled with the high multiplier effect, suggest that training has indeed been a force for change in Bolivia.

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C O S T S

1. Evaluation Costs

| Name | 1. Evaluation Team | Affiliation | Contract Number OR TDY Person Days | Contract Cost OP TDY Cost (U.S.\$) | Source of Funds |
|--|--------------------|-----------------------|---|--|--------------------|
| Christopher Dyer | | Aguirre International | 511-0611-3-40082 20 working days | 25,000 | 511-0611 |
| 2. Mission/Office Professional Staff Person-Days (Estimate) * 2 | | | 3. Borrower / Grantee Professional Staff Person-Days (Estimate) -- | | |

A.I.D. EVALUATION SUMMARY - PART II

S U M M A R Y

J. Summary of Evaluation Findings, Conclusions and Recommendations (Try not to exceed the three (3) pages provided)

Address the following items:

- | | |
|--|-----------------------------|
| . Purpose of evaluation and methodology used | . Principal recommendations |
| . Purpose of activity(ies) evaluated | . Lessons learned |
| . Findings and conclusions (relate to questions) | |

Mission or Office :

Date This Summary Prepared :

Title and Date Of Full Evaluation Report:

This report summarizes a mid-term evaluation of the Bolivia Peace Scholarship Program (BPSP), Project 511-0611. The project began in early 1993; the scheduled PACD is 06/30/97. The purpose of the evaluation is to review implementation during the first two years of the project and to assess the impact of short-term and long-term training on the participants' professional and personal environments. The evaluation then summarizes progress towards fulfilling the goals and purpose of the project. Specific objectives of the evaluation, cited in the evaluation's scope of work, are:

- to determine whether returnees continue to serve as leaders and have become "change agents" in their workplaces and communities, and in other spheres in which they are active;
- to identify the degree to which the training program and the U.S. experience have had an effect on their activities at work and on their personal life;
- to document the degree to which returnees have been able to apply their BPSP training in their activities;
- to identify problem areas where participant's selection, predeparture orientation, training, and debriefings can be improved, analyzing procedures used and programs and activities implemented in these processes; and
- to assess the returnees' ability to participate in follow-on activities.

Methodology

The evaluation used both qualitative and quantitative research techniques. A standardized survey was distributed to a representative population of returnees, with the focus on the Cochabamba, Santa Cruz, and La Paz Departments. These questionnaires cover selection and orientation, implementation, follow-on and training impact. Questionnaires were supplemented by focus groups and key informant case studies which highlighted success stories and outcomes of training. A short survey was also conducted with a limited number of employers of BPSP trainees.

Conclusions and Recommendations

The evaluation concluded that this program has some components outstanding in their design and outcomes: proactive follow-on, training in areas specifically linked to strategic objectives, and successful implementation of action plans and individual occupational projects.

Technical Offices need to be made aware how useful training can be in the support of strategic objectives, and how training provides a means to flexibly respond to the changing needs and objectives of the Mission. Eliminating such training activities will hamper the effectiveness of USAID-directed development in Bolivia, and will also eliminate a valuable instrument for fashioning development objectives in the future. The hope is that these recommendations and the accompanying full report will be used in internal memoranda to increase the understanding of the benefits and potential of training as a resource for development.

Implementation

Conclusions:

- Overall, implementation procedures as presently designed provide a pool of suitable candidates for BPSP training.
- Distribution of funding is consistent with the goal of fitting BPSP training activities with the Mission's Technical Offices and its Strategic Objectives.

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- The present system for maintaining the current addresses of returnees makes it difficult to maintain a vigorous follow-on program.
- Returnees are actively participating in follow-on activities, but lack sufficient direction in the design and implementation of follow-on projects that can be sustained.

Recommendations:

- A sustained commitment should be made to fund and staff the Follow-on program.
- A better effort should be made to keep track of present and future BPSP participants. This could include having them fill out both a permanent (family) address and a present address card when they return from training.
- Returned participants should be asked to fill out a one-page "accomplishment report" of their activities twice a year. This could include a paragraph on how they are applying their training in areas that support Strategic Objectives.
- Greater attention should be paid to homogeneity during the selection process to avoid conflict and uneven preparation.
- An effort should be made to increase the number of women candidates trained in areas traditionally dominated by men.
- The consolidation of in-country training streamlined in-country administration. However the Mission should consider an in-country contractor for future training programs, for the present strategy will increase the workload of the training staff at a time when resources are limited.
- Participation of U.S. Trainers in in-country predeparture activities should be continued, and the practice highlighted as an outstanding feature of predeparture orientation.
- The follow-on should be bolstered by the use of seminars in the design and implementation of follow-on activities, and in the conversion of follow-on into sustainable projects in workplaces and communities.

U.S. Training

Conclusions:

- Training in most cases provides returnees with the capacity and motivation to act as "change agents," and with technical and leadership skills applicable to Bolivia.
- U.S. training increased returnees' understanding of U.S. institutions, people and lifestyle; some trainees established ties with U.S. counterparts in their specialties.
- The overall preparation of returnees was outstanding, with the exception of the group that trained at the University of California at Chico. In this instance, the curriculum was too elementary for the level of preparation. This was an example of miscommunication between the contractor and the trainer that has been well documented and taken into account in present training activities of the contractor and Mission.

Recommendations:

- Special attention should be given to gender inequities in project implementation and technical support training in U.S. institutions.
- The leadership component of training can be strengthened across the training institutions.
- Training in Action Plan design and implementation should be continued and strengthened, with particular attention to matching Action Plans with Strategic Objectives.
- The Training Division of the Mission, through the contractor, should provide U.S. trainers comprehensive and regularly updated information on the scope and topics of Strategic Objectives. This will allow trainers to maximize the fit between Trainees' Action Plans and Mission Strategic Objectives.

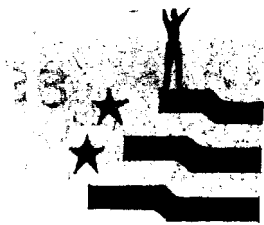
Training Impact

Conclusions:

- Training changes the world view for returnees, increasing their effectiveness as leaders and increasing their confidence, willingness to take risks, innovativeness, public speaking skills, independence, and role in development activities. Returnees specifically cite Experience America and leadership training components as important sources of motivation for development.
- Follow-on activities motivate returnees to apply training in the workplace and carry out Action Plans designed during U.S. training.
- Returnees maintain a high degree of participation in community development and voluntary organizations since training.
- Each training group has established linkages to Strategic Objectives.

Recommendations:

- Involve supervisors and employers in establishing the purpose and objective of training before, during, and after training.
- Redesign training programs to more directly link Strategic Objectives and training.
- Use the recommended "accomplishment report" in internal focus papers (short compilations of these reports, grouped by subjects related to Strategic Objectives or results packages) to be distributed to Technical Offices and project managers.
- Re-engineer follow-on to coordinate group activities. Channel returning trainees into the ongoing activities of already returned alumni.



CARIBBEAN and LATIN AMERICAN SCHOLARSHIP PROGRAM

The BPSP/Bolivia Project

**An Impact Evaluation of the
Caribbean and Latin American Scholarship
Program II in Bolivia**

Bureau for Latin America and the Caribbean • Office of Development Resources • Education and Human Resources Division

U. S. AGENCY FOR INTERNATIONAL DEVELOPMENT

The BPSP/Bolivia Project

**An Impact Evaluation of the
Caribbean and Latin American Scholarship
Program II in Bolivia**

June 1995

Submitted to:

Latin American and Caribbean Bureau
Office of Regional Sustainable Development
Education and Human Resources Division
Agency for International Development

Submitted by:

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

This report provides the results of a mid-term evaluation of the Bolivia Peace Scholarship Program (BPSP), Project 511-0611. The project began implementation in early 1993. The scheduled PACD is 6/30/97. The purpose of the evaluation is to review implementation during the first two years of the project and to assess the impact of short-term and long-term training on the participants' professional and personal environments. The evaluation then summarizes progress made towards fulfilling the goals and purpose of the project. Specific objectives of the evaluation, cited in the evaluation scope of work, are:

- to determine whether returnees continue to serve as leaders and have become "change agents" in their workplaces and communities, and in other spheres in which they are active;
- to identify the degree to which the training program and the U.S. experience have had an effect on their activities at work and on their personal life;
- to document the degree to which returnees have been able to apply their BPSP training in their activities;
- to identify problem areas where participant's selection, predeparture orientation, training, and debriefings can be improved, analyzing procedures used and programs and activities implemented in these processes; and
- to assess the returnees' ability to participate in follow-on activities.

The evaluation was therefore designed to focus on the impact of training on (a) trainee

employment; (b) professional or career growth; (c) social and economic mobility; (d) educational endeavors; (e) community participation; and (f) changes in attitudes and aspirations. The evaluation also examines trainee interest in follow-on activities within the following parameters: participants' (a) time availability; (b) degree of commitment; and (c) feasibility of proposed follow-on activity.

Project implementation is shared by the training office of USAID/Bolivia and the contractor, Development Associates. The training office has been responsible for recruitment and selection of students, predeparture orientation, and follow-on. Another important training office task is to keep address records on returnees as they return to Bolivia.

The contractor is responsible for the design and management of programs, logistics support, and financial management of both U.S. contract funds and in-country funds. In the U.S., contractor staff provide training design, placement, program management, and monitoring of participants and program content during the implementation of training.

In La Paz, a contractor office was established to provide logistic support to the USAID Mission in the implementation of current BPSP programs as well as follow-on activities. The contractor was also tasked with the management of the DIFEM funds which support all in-country activities. For in-country operational issues, the field staff of the contractor took directions from the Training Office in the Mission. This office has recently been closed as a result of an agreement between the contractor and USAID/Bolivia.

IMPLEMENTATION

Conclusions

- ▶ Overall, implementation procedures as presently designed are effective in providing a pool of suitable candidates for BPSP training.
- ▶ Present distribution of funding resources is consistent with the goal of fitting BPSP training activities with the other Technical Offices of the Mission and is consistent with the Mission mandate to focus on development activities based on designed Strategic Objectives.
- ▶ The present system to maintain the current addresses of returnees is inadequate for the Mission's needs and makes it difficult to maintain a vigorous follow-on program. Such information is crucial to support the continuation of training activities either as separate projects or as a technical support activity of specific Mission projects.
- ▶ Returnees are actively participating in follow-on activities, but lack sufficient direction in the design and implementation of follow-on projects that can be sustained as Individual Occupational Projects.

Recommendations

- ▶ *A better effort should be made to keep track of present and future BPSP participants. This could include having them fill out both a permanent (family) address and a present address card when they return from training. This recommendation is being made with the understanding that participants do not necessarily feel obliged to report a change of address when they move.*
- ▶ *It is important to document and keep track of the activities of returnees. It is suggested that they be asked to fill out a short (one page) "accomplishment report" of the activities they are engaged in on a bi-annual basis.*

This could include a short paragraph on how they are applying their training in areas that support identified Strategic Objectives.

- ▶ *Greater attention should be paid to insure group homogeneity in the selection process in order to avoid group conflict and uneven occupational preparation in relation to training curricula.*
- ▶ *It is recommended that an effort be made to increase the number, where feasible, of women candidates trained in areas that are traditionally dominated by men.*
- ▶ *The consolidation of in-country training activities by the Mission was a practical solution to streamline in-country administration. However, it is recommended that an open mind be kept on the design of future training programs to include an in-country contractor presence, for the present strategy can have the effect of increasing the work responsibility of the training staff at a time when resources are limited.*
- ▶ *Greater employer involvement in setting training objectives and in post-training support can be accomplished through the requirement of Trainee Action Plans formulated prior to departure and with employer participation. Such plans allow Trainees to project their application of the training and encourage greater specificity of intended impacts. This is necessarily limited when new employers or supervisors of Trainees do not feel obligated to comply with agreements made with the Mission.*
- ▶ *Participation of U.S. Trainers in in-country predeparture activities should be continued, and the practice highlighted as an outstanding feature of predeparture orientation strategy.*
- ▶ *In order for follow-on activities to be maintained and improved, a sustained commitment needs to be made to fund and staff the*

Follow-on program. This is critical to allow Trainees to implement Action Plans and Individual Occupational Projects that will effectively support Strategic Objectives.

- ▶ *The present activities of follow-on should be maintained and bolstered by the use of seminars in the design and implementation of follow-on activities upon return and while training, and in the conversion of follow-on into sustainable projects in places of work and communities.*
- ▶ *The support of Strategic Objectives through design and funding of training should be incorporated into internal focus papers whose audience are other department directors and project managers at USAID/Bolivia.*

U.S. TRAINING

Conclusions

- ▶ *U.S. training enhanced the community status of participants by their utilization of training and participatory methods in their professional/technical activities.*
- ▶ *Training in most cases is providing returnees with the necessary capacity and motivation to act as "change agents."*
- ▶ *The further development of the Action Plans, formulated prior to departure, is a very useful component of the U.S. training experience.*
- ▶ *U.S. training increased the understanding by returnees of U.S. institutions, people and lifestyles, and resulted for some in the establishment of ties with U.S. counterparts in their specialties.*
- ▶ *Training succeeded in providing returnees with technical and leadership skills that were applicable to conditions found in Bolivia.*

- ▶ *The overall preparation of returnees was outstanding, with the exception of the group that trained at the University of California at Chico. In this instance, the curriculum did not meet the expectations of the participants in that it was too elementary for their level of preparation. This was an example of miscommunication between the contractor and the trainer that has been well documented and taken into account under present training activities of the contractor and Mission.*

Recommendations

- ▶ *It is recommended that there be special attention given to any gender inequities revealed in project implementation and technical support training in participating U.S. institutions. This noted problem should be communicated to the training staff at each institution, and suggestions made to insure it is corrected where it exists and avoided where it doesn't.*
- ▶ *The leadership component of training can be strengthened across the training institutions. It could also be better tailored to facilitate the implementation of the specific training received, particularly for project development.*
- ▶ *It is recommended that training in Action Plan design and implementation be continued and strengthened, and that particular attention be given to fitting Action Plans into Strategic Objective areas.*
- ▶ *In order to achieve the above recommendation, it is suggested that the Training Office of the Mission, through the contractor, provide U.S. trainers comprehensive and regularly updated information on the scope and topics of Strategic Objectives. This will allow them to maximize the fit between Action Plan development by Trainees and Mission Strategic Objectives.*

TRAINING APPLICATIONS AND DEVELOPMENT IMPACTS

Conclusions

- ▶ Training has resulted in a change in world view for returnees that has increased their effectiveness as leaders and led to positive personal changes including an increased sense of confidence, willingness to take risks, increased innovativeness, improved public speaking skills, increased independence, and a more active role in development activities.
- ▶ Returnees are highly motivated to apply their training. The Experience America and leadership training components are specifically mentioned by returnees as important sources of motivation for development.
- ▶ Follow-on activities have been successful in motivating returnees to apply training in the workplace and carry out specific Action Plans designed during U.S. training.
- ▶ Returnees have maintained a high degree of participation in community development activities and voluntary organizations since training; this has resulted in development impacts at the community and institutional levels.
- ▶ Returnees are acting as leaders and "change agents" in their families, place of work, and communities. These actions are directly correlated with training received under BPSP, and indicate that most returnees have maintained a high level of motivation to implement their training since their return from the United States.
- ▶ Trainees have successfully multiplied their training by passing on skills to others in the workplace and community.
- ▶ Under the present project model, linkages to Strategic Objectives have been established in the case of each training group.

Recommendations

- ▶ *Redesign training programs to refine the specificity of links between Strategic Objectives and training. This can be done through the development of Individual Occupational Project initiatives, technical capacity integration with other departments, and returnee internships as outlined in this chapter.*
- ▶ *Use the recommended "accomplishment report" in the generation of internal newsletters or focus papers that are shared with Technical Offices and project managers. The goal is to educate Mission staff on the development activities of returnees and demonstrate how their application of BPSP training supports Strategic Objectives. Further, the reports highlight how BPSP returnees represent a potential resource for project managers under the proposed internship and IOP development scenarios outlined in this chapter.*
- ▶ *Recruit Trainees in different regions as "goodwill ambassadors" to promote a sense of national unity and to strengthen social and economic relations among BPSP returnees and across regions.*
- ▶ *Re-engineer follow-on so that it focuses on group activities using the following guidelines:*
 - *activities to be conducted in a specific place;*
 - *with specific projects; and*
 - *in a coordinated effort.*
- ▶ *Channel returning Trainees into the ongoing activities of already returned alumni.*
- ▶ *Involve supervisors and employers in establishing the purpose and objective of training before, during, and after training. This ensures that the Trainee will not return to a situation where no one is aware of the training program. A compact with the supervisor over the value of training and the Action*

Plan described above will be useful in improving the accountability of training vis-a-vis workplace impact.

CHAPTER ONE:

Introduction

PURPOSE OF THE EVALUATION

This report provides the results of a mid-term evaluation of the Bolivia Peace Scholarship Program (BPSP), Project 511-0611. The project, was implementation in early 1993. The scheduled PACD is 6/30/97. The purpose of the evaluation is to review implementation during the first two years of the project and to assess the impact of short-term and long-term training on the participants' professional and personal environments. The evaluation then summarizes progress made towards fulfilling the goals and purpose of the project. Specific objectives of the evaluation, cited in the evaluation scope of work, are:

- to determine whether returnees continue to serve as leaders and have become "change agents" in their workplaces and communities, and in other spheres in which they are active;
- to identify the degree to which the training program and the U.S. experience have had an effect on their activities at work and on their personal life;
- to document the degree to which returnees have been able to apply their BPSP training in their activities;
- to identify problem areas where participant's selection, predeparture orientation, training, and debriefings can be improved, analyzing procedures used and programs and activities implemented in these processes; and
- to assess the returnees' ability to participate in follow-on activities.

The evaluation was therefore designed to focus on the impact of training on (a) trainee employment; (b) professional or career growth; (c) social and economic mobility; (d) educational endeavors; (e) community participation; and (f) changes in attitudes and aspirations. The evalua-

tion also examines trainee interest in follow-on activities within the following parameters: participants' (a) time availability; (b) degree of commitment; and (c) feasibility of proposed follow-on activity.

OVERVIEW OF THE PROJECT

The Bolivian Peace Scholarship Program (BPSP) represents a continuation of the Andean Peace Scholarship Program (APSP), a centrally funded project initiated in 1987 and implemented in Bolivia, Colombia, Ecuador, and Peru. APSP was a regional effort under the Caribbean and Latin American Scholarship Program (CLASP) of the LAC Bureau. Designed in late 1990, BPSP represents a Mission-funded second phase of CLASP. It started its training activities in April, 1993. Since that date, one long-term and six short-term training courses have been implemented, with a total of 171 participants (157 short-term and 14 long-term) trained.

The Mission project goal, as a CLASP-II activity, is "to promote broad-based economic and social development in the LAC countries." A specific sub-goal was established "to encourage and strengthen free enterprise economies and democratic pluralism" in the region. The Project Paper points out that the "goal level objectives are long term in nature. However, they provide the driving rationale for project design, participant selection, and nature of training..." (BPSP Project Paper 1990:13, 33).

The Mission project purpose is "to equip a broad base of leaders with technical skills training as well as an appreciation and understanding of the peculiarly American values supporting a free enterprise economy in a democratic society" (PP 1990:33).

By the end of the project, the following indicators of success should characterize returned participants:

- Trainees will be employed in their field of expertise;
- Trainees will be applying skills learned in the U.S.;
- Participants will have benefitted from the program in either having found an appropriate job or having increased responsibility or salary in an existing one;
- Participants will be active and influential in community or professional affairs;
- Trainees will maintain some relationship with the United States;
- Trainees will have developed an understanding of some aspects of U.S. life, values, and institutions relevant to their own occupation or situation (Project Paper 1990:13).

The following concepts joined the above indicators as the Project was further tailored to Bolivia:

- Trainees will have enhanced their leadership and technical skills and have developed an appreciation of democratic institutions and processes; and
- Trainees will have enhanced their position of influence in the community and will use participatory methods in their activities as professionals or technicians (BPSP RFP 1992:10-11).

As is the case with all CLASP Projects, BPSP will recruit leaders across a broad spectrum of society, offering training opportunities to those members of society who otherwise would not have access to this training. At least 70 percent of the selected participants should be socially and economically disadvantaged, and at least 40 percent should be women.

With the evolution of the Project after the establishment of Mission Strategic Objectives, it was

established that BPSP will provide technical and leadership training in support of the Mission strategic plan, as outlined above.

The following areas of training were originally targeted for training:

- agricultural production techniques for small farmers;
- small business and cooperative management skills and related local and regional marketing techniques;
- infant and maternal care, health promotion and education;
- non-formal education and communication, literacy training, the creation and dissemination of pedagogical materials; and
- natural resource management and environmental science.

The final target population is 300 Bolivians trained in short and long-term programs, with all programs having elements of leadership training and an Experience America component. All of the above areas of training are relevant to the four Strategic Objectives that currently guide USAID project development.

Training and Strategic Objectives

A secondary purpose of the evaluation is to consider the relationship between returnee activities and USAID Strategic Objectives. The present changing realities that are facing USAID Missions worldwide include dramatic reductions in financial and human resources. The Agency's restructuring around Strategic Objectives results from the need to concentrate actions in demonstrated areas of strength, so as to improve the effectiveness and impact of USAID-sponsored development activities in a context of smaller budgets. All projects now must define their activities around these key priorities set by the Agency and refined by Bureaus and Missions.

BPSP was designed and initiated before the current strategic management plan was instituted. Nevertheless, all four of the current USAID/Bolivia Strategic Objectives are potentially supported by training conducted under the project. These include:

- the achievement of expanded economic opportunity and access;
- improved effectiveness and accessibility of key democratic institutions and practices;
- improved family health throughout Bolivia; and
- reduced degradation of forest, soil, and water resources and biological diversity protected.

While Trainees may be effective development agents in a range of activities, the impact they have may not necessarily directly support USAID Strategic Objectives. One goal of the evaluation is to assess how BPSP may have directly or indirectly supported Strategic Objectives and how future training projects might be structured to increase support for Strategic Objectives.

"...the peace scholarship programs have been able to evolve as development-oriented training mechanisms in spite of the original political rationale underlying their genesis."

The BPSP program and its peace scholarship predecessors have recently been characterized as "essentially *Cold War* projects whose design and implementation requirements (such as U.S.-based training) preclude them from being efficient mechanisms for supporting new priorities" (Bolivia 1994). However, data presented in the report on the direct and indirect impacts of such programs on Strategic Objectives suggest that training under these projects can contribute effectively to sustainable development oriented to Mission Strategic Objectives. Evaluations of similar programs demonstrate (Aguirre 1994; 1995) that the peace scholarship programs have

been able to evolve as development-oriented training mechanisms in spite of the original political rationale underlying their genesis.

An objective of this evaluation is to examine the relationship between Strategic Objectives and returnee activities. A model will be proposed that compares project and occupational activities of BPSP returnees and traditional project development. This will lead to recommendations for the improvement of the present BPSP program, including the strengthening and refining of the relationship between BPSP training and Strategic Objectives.

FRAMEWORK OF THE STUDY

What Was Done: The Structure of the Report

The report is organized into five chapters. This introduction constitutes the first chapter. Chapter 2 discusses the procedural issues related to the implementation of the project, including an assessment of Trainee views of the effectiveness of various program components. Chapters 3 and 4 examine the initial impacts of BPSP Trainees, drawing on a framework that focuses on the preconditions and accompanying factors that make Trainees more likely to take on significant activities as development-oriented "change agents" (see the following section). Chapter 5 summarizes conclusions and recommendations.

How It Was Done: Methodology

Both qualitative and quantitative methods were used to collect data for the evaluation. Survey data were collected from 76 returnees throughout

Change Agents are defined in this report as "individuals who have the capacity and motivation to initiate, or effectively support, sustainable development through their actions or by their influence on the actions of others."

Bolivia, and included site visits to the departments of La Paz, Santa Cruz, and Cochabamba. A small number of participants were interviewed by telephone; for certain isolated cases distant from central population centers, questionnaires were mailed.

Focus groups and key informant interviews were conducted, including case history studies with employers and select returnees. Focus group discussions by department were designed to obtain the reaction of participants to their training experience and to learn about concrete examples of impact. Focus groups also served to highlight successful activities resulting from their training, as well as major cultural, social, and/or political obstacles or advantages found on their role as "change agents." Specific success stories were documented and highlighted. Mission personnel and contractors were also interviewed regarding their roles and perspectives on the history, administration, and design of the project. Field work and report preparation were conducted under the direction of Dr. Christopher L. Dyer.

Studying Trainee Impact: Viewing Trainees as "Change Agents"

The purpose of USAID training is to impart technical skills or academic knowledge which is relevant and applicable to the Trainees' participation in the development of their home country. Without diminishing the importance of technical knowledge, USAID planners have also come to recognize that participant training must address "the broad range of experience, attitude, and understanding of economic and political institutions that contribute to development" (draft language for the revised USAID *Handbook 10* on Participant Training).

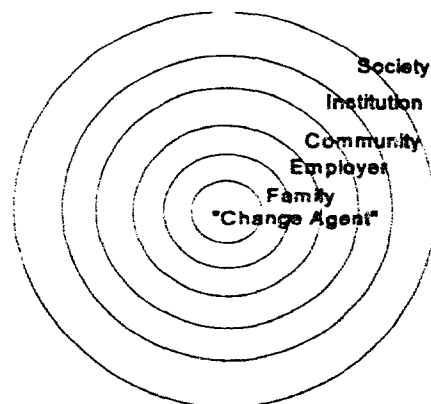
Technical skills are essential, but participants must also develop skills in the broad area of leadership. While various terms have been adopted to characterize this idea, in the Latin American development world the phrase "change agent" has been widely used. No simple recipe exists for determining how those skills are

converted into action. However, the goal of encouraging Trainees to act as development change agents implies that they should be prepared to take on such activities as applying their training in the workplace, even against obstacles; sharing their training with co-workers; formulating and initiating improved procedures in the workplace; taking their training beyond the workplace to new venues, such as community or volunteer organizations; and participating in the democratic process of their country.

BPSP Trainees as "Change Agents"

The framework adopted to examine the impacts specified in the scope of work has been to determine whether BPSP develops and encourages Trainees to act as development change agents on their return home. As change agents, they are expected to have a positive development impact in an ever-widening series of "concentric impacts." As pictured in Figure 1.1, this model hypothesizes that the training will influence not only the individual, but will permit that person to have a positive impact on his/her family, work place, community, institutions, and even more inclusive, society at large. The Trainee, the "change agent" at the core of the circle, reaches beyond him/ herself to influence a successively broader series of social actors and institutions. The degree of impact becomes more diffuse and less directly attributable to the training as one moves further from the center.

Figure 1.1 "Change Agent" Spheres of Impact



The model also implies a time dimension to development impact. Upon their return, the Trainees' initial impact may be on the narrow circle of family. Over time, Trainees are likely to have an impact on a broader range of levels as they attempt to make changes in their jobs or take on wider leadership roles in community activities. The degree of impact may be conditioned by a variety of factors, including the societal need for the training that the individual acquires, as well as the level of opportunity available to individuals according to their age, sex, or other characteristics (e.g., disability). Given that BPSP is a recent program, and that returnees have only a short time back in-country, we would expect that their impacts would be concentrated within the inner circles of the model. Evidence of individuals having impacts beyond this is a good indication of the success of the program in creating leaders for development.

Preconditions to Becoming a Development-oriented Trainee

Before a returnee can *become* a "change agent," certain preconditions must be met:

- ▶ The *right* candidates must be selected. The program must identify Trainees with leadership potential and the right mix of personal characteristics which will enable them to take full advantage of the experience. They must then receive an appropriate orientation.
- ▶ The U.S. training itself must be effective. Trainees should be able to show evidence of increased capacity and motivation to use the new skills and knowledge in the role of "multiplier" and change agent in their home country.
- ▶ The Trainees must return home.
- ▶ The Trainees must be able to use the training. It is assumed that supervisors will appreciate and encourage the application of training in the workplace, and that employment is a prerequisite to using the training.

Five Indicators for Assessing Development-oriented Trainees

Indicators have been developed to analyze whether BPSP Trainees can be described as change agents. These are described and summarized in Box 1.1.

- First, Trainees who are employed must *apply their training*. The application of training is a minimal condition for showing that Trainees use the workplace for reaching beyond their individual actions to teach and influence others. Research has shown, however, that motivated trainees who receive excellent training may still have little impact beyond their own personal actions if elements in the workplace obstruct their efforts to introduce positive changes.
- Second, the *increased skills and leadership capacity of Trainees must be recognized by their employers or exhibited in changed employment conditions*. This is reflected in increased responsibilities, increased salary and/or promotions. These are *de facto* statements from employers that the Trainees are valuable human resources.
- Third, Trainees must actively *share their training with others* (the multiplier effect).

Box 1.1 Components of the Change Agent Model

The following elements serve as evaluation indicators for examining Trainee roles as change agents:

- ▶ *Applying the training on the job;*
 - ▶ *Taking on greater work responsibilities;*
 - ▶ *Sharing training with co-workers and others, the "multiplier effect;"*
 - ▶ *Taking on leadership roles; and*
 - ▶ *Maintaining motivation for working in development in the future.*
-

They may share their training formally and informally, with co-workers or with others, and build networks within the country and with the United States.

- Fourth, Trainees *must use enhanced leadership skills* both at work and in their communities. Ideally, Trainees' actions will promote the productivity of others.
- Finally, Trainees' attitudes must suggest a *commitment to initiating change and an optimism towards future activities*.

These indicators, combined with other qualitative and quantitative information, assist in analyzing the degree to which Trainees take on development-oriented activities. Leaders and change agents have a measurable impact on their workplace and their community that can be linked to the training objectives. In this respect, *impact* can be conceived beyond the planned outcomes of specific, externally-funded projects as the collective result of the sustained application of training skills by BPSP returnees.

Most Trainees take on leadership roles on the job; those who cannot apply training in their work place, or who are unemployed, or work only occasionally will find it difficult to assume the role of change agent. (A major exception lies in those who are trained in a significant volunteer activity, such as a *promotor* in a community health or environmental project who receives no monetary compensation for his or her labor.)

Individual Occupational Project (IOP)...*a specific activity initiated by a returnee that is linked to training and results in a positive development impact.*

The evaluation found that training is being applied in a variety of occupational fields. Some applications are having profound development impacts. These impacts are being realized both inter- and intra-generationally, and can be conceptualized as "Individual Occupational Projects" (IOPs). IOPs are specific activities initiated by returnees in their particular occupational or volunteer roles. They may or may not be supported with outside help; in some cases, they grow out of a USAID-sponsored follow-on event. The critical outcome is that IOPs result in a positive development impact.

IOPs are sustained by the motivation and capacity of returnees as well as by the degree to which their impact is multiplied between and across generations. Calculating the summative impact of IOPs can be done by organizing them by areas of training, by region, and then examining impacts for their multiplier effects using the concentric theory model. The motivation for conducting IOPs is a direct outcome of two factors that are central to the design of BPSP: leadership training, and the U.S. experience.

CHAPTER TWO:

Project Implementation Process: Recruitment, Selection, Orientation, and Follow-on

INTRODUCTION

This chapter addresses the following evaluation goals: *to identify problem areas where participant selection, orientations, training, and debriefings can be improved, analyzing procedures used and program and activities implemented in these processes; and to assess the Trainees' ability to participate in follow-on activities.*

This goal is accomplished by analyzing BPSP returnee satisfaction with predeparture, training, and follow-on. It also includes a review of relevant project activities and accomplishments that fall under the evaluation goal. This information comes primarily from training staff and others at USAID/Bolivia, key informants from contractor staff involved in the implementation of the project both on-site in La Paz and at the contractor's office in Arlington, survey data compiled from the returnee questionnaire, and various secondary information sources from the Mission and the contractor.

PROJECT IMPLEMENTATION

Project implementation is shared by the training office of USAID/Bolivia and its contractor, Development Associates.

The training office has been responsible for recruitment and selection of students, predeparture orientation, and follow-on. Another important training office task is to maintain address records on returnees as they return to Bolivia.

Development Associates, is responsible for the design and management of programs, logistics support, and financial management of both U.S. contract funds and in-country funds. In the U.S., contractor staff provide training design,

placement, program management, and monitoring of participants and program content during the implementation of training.

In La Paz, the contractor office was established to provide logistic support to the USAID Mission in the implementation of current BPSP programs as well as follow-on activities. The contractor has also been tasked with the management of the DIFEM funds which support all in-country activities. For in-country operational issues, the field staff of the contractor takes directions from the Chief of Training in the Mission. Thus, a dual structure existed in-country for carrying out project implementation

A number of operational difficulties were noted by the BPSP project director during the two years of field office operations. The dual structure of staff reporting to USAID as well as the contractor in Arlington did not hinder project communication. The in-country coordinator regularly communicated with the Mission and the U.S. based project director. However, the Mission, in its attempts to deal with scarce training resources for follow-on and other activities, was not satisfied with the arrangement. There was the impression that the in-country office did not show enough flexibility in funding requests from the Mission for identified training needs, while the contracting office felt constrained to follow the funding guidelines mandated in the project contract and agreed upon for the Bolivian in-kind funds coming from DIFEM.

The project coordinator felt that this created a dilemma when requests for funding from the Mission were not honored. This occurred because the interpretation of the DIFEM regulations by the contractor lead to the conclusion that these requests violated established business practices.

The Mission and contractor have agreed that the dual in-country implementation structure of BPSP (i.e., one which assigned logistical and financial roles to the in-country contractor office but no substantive program roles) is an unworkable design. A successful design used at other Missions is one where the contractor takes responsibility for a full range of project functions with close Mission oversight.

This design is being modified in agreement with the contractor and the Mission. The in-country contractor office will close, and logistic and financial aspects of in-country implementation will be taken over by the Mission training office. This has the advantage of concentrating all aspects of in-country implementation within one entity (the Mission). However, this arrangement may have some potential drawbacks in the future. By assuming all aspects of in-country implementation, the in-country training office is increasing the responsibility and work load of the training office staff. Given the present unavoidable reductions in training resources, the present staff may be able to manage a reduced training program in-house. However, if new training programs are developed that require substantial staff resources at the Mission, it may be necessary to utilize a model where an in-country contractor is needed to assume responsibility for implementation with the Mission assuming more of an oversight role.

STUDENT SELECTION

The BPSP is based on recruitment and selection of Trainees for two types of training: short-term and long-term. The surveyed population included a total of 76 Trainees (11 long-term and 66 short-term). This represents 44 percent of the total of 171 trained at the time of this mid-term evaluation. Women comprised 42 percent (32 participants) of the sample population, and men 58 percent (44 participants). Of the total number trained to date, 108 (63%) are men and 63 (37%) are women. This is very close to the recruitment

target of 40 percent women and 60 percent men established in the project guidelines.

Selection follows certain established guidelines originally formulated under CLASP-I and applied to the BPSP project (see Chapter 1).

The 171 students chosen to date under the BPSP project were selected from throughout the country, but the majority came from the departments of La Paz, Santa Cruz, and Cochabamba. The distribution of returnees by province is shown in Table 2.1.

Table 2.1 Distribution of Returnees by Province

| Province | Total Number of Returnees |
|--------------|---------------------------|
| La Paz | 78 |
| Santa Cruz | 28 |
| Cochabamba | 26 |
| Oruro | 14 |
| Potosi | 13 |
| Beni | 5 |
| Chiquisaca | 5 |
| Tarja | 2 |
| Total | 171 |

Source: CIS Database

Students were selected by the Training Office of USAID/Bolivia through departmental contacts. The recruitment process included the following activities:

- distribution of application forms through provincial contacts;
- announcement of the program in the local newspaper, radio, and through advertising in selected schools;
- selection of candidates for interview by the Training Office of the Mission; and
- final selection by the Mission Training Office.

The recruitment and selection process is coordinated with the Mission technical office most involved in the training theme. Letters inviting nominees are sent to institutions selected/suggested by the appropriate department within the Mission. For example, the Health and Human Relations Division made suggestions on which institutions to target for advertising the health promoters group.

The defined training needs are also derived by consultation with Bolivian institutions, including public and private entities (e.g., schools, PVOs, hospitals). Potential participants are encouraged by supervisors to apply, or as supervisors (e.g., school directors, hospital administrators) are informed through active recruitment activities of the Mission training office.

The training coordinator reports that most participants are interviewed in their home towns (about 90%) unless they are extremely difficult to reach or if there is only one participant in such a site. Under these circumstances, interviews are by phone, or through CV (curriculum vitae) evaluation. Trainees are selected from among the nine geographic departments of Bolivia. Selection is theoretically guided by prior recruitment patterns in the departments to insure regional equity in the selection process. However, review of the selection numbers indicates that those from rural provinces, smaller provinces, or provinces distant from La Paz are underrepresented in the selection process.

Trainees learned about the program in a variety of ways. Most Trainees were either selected as candidates by their supervisors after they were contacted by the Mission (24%) or they applied without any assistance from their employers (22%). Others (14%) were merely told about the existence of the scholarship or provided forms by employers to apply. About one fifth (19% women, 24% men) were interviewed by someone inside their place of work before being nominated as candidates.

Trainees were interviewed by a variety of individuals before receiving their scholarships. These included supervisors of employers, officials from the Mission, members of the selection committee, or representatives from the training institutions.

Interests that are seen as having "significant development impact" include involvement in community work, schools, labor organizations, non-profit organizations, and various kinds of voluntary work.

PREDEPARTURE ORIENTATION

After selection, candidates are brought to La Paz for orientation prior to departure to the training sites. Predeparture orientation generally lasts five working days, and includes administrative tasks, such as medical exams and obtaining passports and related legal paperwork. This is an important phase of project implementation, for it lays the groundwork for a successful training experience, and provides a means to orient Trainees to the goals and objectives of USAID.

Participation by professional staff from U.S. training institutions in predeparture orientation is an innovation that was developed by the training office of USAID/Bolivia. Professional staff

Participation in predeparture orientation by professional staff from U.S. training institutions is an innovation that was developed by the training office of USAID/Bolivia. Professional staff provide personal contact and communication between participants and prospective training institutions. By doing so, they mitigate the impact of culture shock thereby reducing anxiety and elevating the chances for participants to excel in their training. They also provide essential information on what the Trainees can expect out of the training program.

provide personal contact and communication between participants and prospective training institutions. By doing so, they can mitigate the impact of culture shock thereby reducing anxiety and elevating the chances for participants to excel in their training. They also provide essential information on what the Trainees can expect out of the training program. They achieve this by providing them with an overview of the training curriculum and facilities, and a cultural perspective on the institution and the part of the United States where they will train.

All interviewed returnees indicated that they received a program orientation in Bolivia prior to traveling to the United States. Returnees were questioned as to how satisfied they were with the predeparture orientation they received in Bolivia.

The percentages expressed in Table 2.2 are the sum of those who said they were either "satisfied" or "very satisfied." Men were most satisfied with the information on the benefits of living in another culture (81.4%) and program activities (76.8%), followed by 74.4 percent satisfaction with information on program objectives and content. Men were least satisfied with the applicability of training to Bolivia and information on USAID policies.

Women were most satisfied with information on program objectives (87.5%), program activities (87.1%), and the benefits of living in another culture (81.3%). Women were least satisfied with information on USAID policies (51.7%) and the follow-on program (62.7%).

The total survey population's satisfaction with the program is greatest for benefits of living in another culture (81.3%) and program activities (80.2%). It should be noted that this survey represents a reflective overview from participants who have already returned. Their experiences since return have certainly impacted their evaluation of the pre-training experience. This suggests that "program activities" and "living in another culture" have had the greatest impact in their lives since returning.

These returnee responses support the hypothesis that the combination of the international experience combined with program activities are valuable in creating the changes in world view that returnees find useful in their various social and economic roles.

There are some significant differences in the responses of men and women. The most significant difference is in the applicability of training received to Bolivia. Women (71.9%) are signifi-

Table 2.2 "Satisfied" / "Very Satisfied" With Predeparture Training (Percentages; N = 76)

| | Men | Women | Total |
|---|------|-------|-------|
| Information on Program Objectives | 74.4 | 87.5 | 80.0 |
| Information on Program Content | 74.4 | 71.9 | 73.4 |
| Program Activities | 76.8 | 87.1 | 80.2 |
| Follow-on Program in Bolivia | 67.5 | 56.3 | 62.7 |
| Application of Training to Work/Community | 62.8 | 58.1 | 60.8 |
| Information on USAID Policies | 60.5 | 51.7 | 56.7 |
| Benefits of Living in Another Culture | 81.4 | 81.3 | 81.3 |
| Applicability of Training to Bolivia | 53.5 | 71.9 | 61.3 |

Source: 1995 BPSP Survey

cantly more satisfied with the applicability of training than are men (53.5%).

As an overall summation, returnees were asked to evaluate how well predeparture orientation prepared them for their U.S. training experience. Some 83.7 percent of men and 75.0 percent of women felt prepared/very prepared by their predeparture orientation. The remainder (16.3% men, 25.0% women) were somewhat prepared, while none responded that they were completely unprepared.

SUMMARY

In summary, the mechanism for Trainee selection appears to have all the necessary elements to insure that those selected fit the guidelines established, based on economic, gender, and leadership qualifications. The training officer has noted that there have been some rare instances when individuals from remote departments may not be the best possible candidates, and that this is influenced by local selection biases.

This issue of group selection has also been raised in focus groups and open-ended responses from the returnee survey. This sentiment was also noted in an evaluation of the NGO training program at the University of California, Chico.

The general sentiment was that poor selection at times created a heterogeneous group that had trouble getting along. Their experiences and qualifications were such that they did not fit well with a homogeneous training program that was described as too basic (Aguirre 1994b).

Rural departments appear to be under represented in Trainee selection, with the majority of all recruits coming from the more urban departments of La Paz, Cochabamba, and Santa Cruz.

Men are slightly more satisfied overall with their training than are women. However, men are significantly less satisfied with the applicability of training to Bolivia than are women.

Some 83.7 percent of men and 75.0 percent of women felt prepared/very prepared by their predeparture orientation. The remainder (16.3% men, 25.0% women) were somewhat prepared, while none responded that they were completely unprepared.

In other evaluation research (Aguirre 1994), it has been found that those trained from rural areas often have the most impact on development by virtue of having the greatest appreciation for training and an equally great motivation to succeed. It may be that the limited resources of the training office, and of development resources in the more remote areas of Bolivia make it unfeasible to effect a change in the recruitment strategy at this time.

Predeparture orientation is adequately preparing BPSP participants for their U.S. training. The comprehensive activities which comprise predeparture training are strengthened and made more understandable by the participation of institutional staff from the training sites.

Areas indicated in the returnee survey that show a need for improvement in predeparture training include the application of training to work and community, information on USAID policies, and applicability of training to Bolivia.

It was indicated that returnees were less satisfied overall with information on USAID policy than with other areas of predeparture information. USAID policy orientation could be strengthened by emphasizing how BPSP training is being designed to support Strategic Objectives, how these Strategic Objectives are arrived at by USAID/Bolivia, and how Strategic Objectives serve the development and institutional needs of Bolivia. This would have the additional benefit of returnees being able to more fully utilize their understanding of USAID Strategic Objectives in the design of their individual action plans and

sustainable individual occupational projects (see Chapter 4).

U.S. TRAINING FIELDS OF STUDY FOR THE RETURNEE POPULATION

The emphasis in the BPSP project is on short-term training. Most of those trained studied in programs that lasted from one to two months in the U.S. Some 15 long-term returnees, 4 women and 11 men, studied in the field of environmental planning.

Short-term returnees were trained in the following areas:

- hospital administration and health sciences;
- investigative and ethical journalism;
- planning/policy formulation and education in the environment;
- agricultural techniques for rural development;
- NGO project design, implementation and management; and
- labor leaders/collective bargaining.

English language preparation was not a priority of the program. All training was provided by Spanish-speaking instructors. In some cases, basic *survival* English was provided to allow Trainees to function in their training environments. Some 88 percent of women and 74 percent of men report receiving training exclusively in Spanish, while 13 percent of women and 26 percent of men report receiving training in both English and Spanish.

Returnees report that "gender" differences were apparent in the training programs (see Tables 2.3 and 2.4). For the overall training population, men dominated in training for labor leaders, agricultural producers, and environmental planners. Twice as many men than women were trained in journalism and health administration, while about equal numbers of men and women

were trained in rural education and as PVO managers. Most urban school directors selected for training were women.

U.S. Training Implementation

Training received in the U.S. surpassed the expectations of most participants. When asked "How would you compare the training received in the U.S. with what you expected to receive?," some 61 percent responded that training was better than expected, and 31 percent rated training as equal to what was expected, while only 8 percent felt that their training was worse than expected.

When asked "How would you compare the training received in the U.S. with what you expected?," some 61 percent responded that it was "better than expected," 31 percent as "equal to what was expected," while only 8 percent felt that the training was "worse than expected."

Training satisfaction is a critical indicator, for it tells us that returnees have found the training experience to be valuable, and are thus in a position to act as "change agents" and achieve sustainable impacts. The eight percent dissatisfaction rate is significantly less (about half) of the dissatisfaction rate found in other short-term CLASP programs having a small long-term training component (Aguirre 1994; 1995).

Of those few who were dissatisfied with training, the most common complaint was that the description of the training program did not fit what was received, or that the group of Trainees was too heterogeneous, and that this interfered with accomplishing training goals. This was particularly true of a program for PVO managers who trained at California State University in Chico. As mentioned in the discussion of selection, there was a poor fit between Trainees and the design of the training program. This has been dealt with in detail in another Aguirre

Table 2.3 1993 BPSP Training Program Analysis

| Field | Training Institution(s) | Start Date | End Date | Number of Participants | Total Men | Total Women | Course Length/ Months | Total Training Months | Total HBCU Months |
|-------------------------------|---|-------------------|-----------------|-------------------------------|--------------------------|--------------------------|------------------------------|------------------------------|------------------------------|
| Labor Leaders | AIFLD; University of the District of Columbia | 04/17/93 | 05/23/93 | 21 | 18 | 3 | 1.23 | 25.90 | 3.50 |
| Health Admin. | University of Louisville Kentucky State University | 06/19/93 | 07/25/93 | 21 | 14 | 7 | 1.23 | 25.90 | 4.90 |
| Agricultural Producers | MCID Alcorn State University Jackson State University | 09/11/93 | 10/21/93 | 24 | 20 | 4 | 1.37 | 32.80 | 32.80 |
| PVO Managers | California State University--Chico; Bowie State Univ. | 09/25/93 | 10/23/93 | 20 | 11 | 9 | .97 | 19.33 | 6.67 |
| 1993 Total Percentages | | | | 86 | 63 73.3 | 23 26.7 | | 103.93 | 47.87 46.10 |

All Programs in 1993 had a training component with an HBCU training institution.

Source: CIS Database

Table 2.4 1994 BPSP Training Program Analysis

| Field | Training Institution(s) | Start Date | End Date | Number of Participants | Total Men | Total Women | Course Length/ Months | Total Training Months | Total HBCU Months |
|------------------------------|--|------------|----------|------------------------|-----------|-------------|-----------------------|-----------------------|-------------------|
| Journalist SU500 | University of New Mexico | 03/12/94 | 04/21/94 | 21 | 14 | 7 | 1.36 | 28.70 | — |
| Environmental Planners LU600 | Iowa State University *Southern University Development Systems Int'l | 03/24/94 | 12/18/94 | 15 | 11 | 4 | 9.00 | 135.00 | 20.00 |
| Urban School Directors SU700 | Institute for Training and Development (ITD) | 06/18/94 | 07/17/94 | 24 | 9 | 15 | 1.00 | 24.00 | 4.00 |
| Rural Educators SU800 | University of Idaho | 09/17/94 | 10/16/94 | 25 | 11 | 14 | 1.00 | 25.00 | — |
| 1994 Total | | | | 85 | 45 | 40 | | 213.70 | 24.00 |
| 1993/94 Total | | | | 171 | 108 | 63 | | 316.63 | 71.87 |
| Percentages (1994) | | | | | 52.9 | 47.1 | | | 11.30 |
| Percentages (1993/94) | | | | | 63.2 | 36.8 | | | 22.70 |

*HBCU

Source: CIS Database

evaluation report (Aguirre 1994). The following difficulties were summarized in a memo included in this report: (1) course level too basic, (2) deficient level of knowledge of instructors, (3) too much improvisation, (4) field trips were not related to the topic being taught, and (5) a difficulty in communication with instructors because of the language barrier. These issues were directly addressed by the Mission training officer and contractor, with the lessons learned applied to the improved implementation of successive training programs.

The program in journalism at the University of New Mexico was another program with a problem in expectations of training and what was received:

"...for the scholarship received from the University of New Mexico, they had proposed to offer course in research techniques and these were not offered because of problems they had with the university...this was communicated to the scholarship coordinators."

Even when there are problems with aspects of particular training programs, it appears that there is good communication between the contractor, Trainees, and the Mission training office that either leads to quick resolution of difficulties or an assessment of on-going and future training design in light of these identified difficulties.

Returnees were also asked on the survey to explain why training was "better than expected". Returnees could give multiple (up to three) responses, and a total of 57 responses were forthcoming. Percentages are for the population of these 57 responses. The most common response for training being better than expected was "increased knowledge" (21%) and "hands-on practical training" (19%). Remaining responses were scattered across eight different categories. The remaining category of note was for the "competence trainers/administrators," where there was a significant response difference by gender. Women noted that the program was better than expected because of their trainers/administrators, at a significantly higher frequency than men (24% of responses for women, and 11% of responses for men).

Another significant gender difference came with overall satisfaction of training. Sixty-nine percent of women rated the training as better than expected, compared with 49 percent of men. Men also rated the program "worse than expected" (12%) twice as often as women (6%). Returnees were also asked to rate the compatibility of their BPSP training class (see Table 2.5).

Training compatibility is important in facilitating the effectiveness of training. It lowers the probability of social and educational conflict during

Table 2.5 Compatibility Scale of BPSP Training Classes (Percentages; N = 75)

| | Slightly Compatible | Compatible | Very Compatible |
|-------------------------------------|---------------------|------------|-----------------|
| Educational level | 21.3 | 62.7 | 16.0 |
| Professional experience/preparation | 34.6 | 46.7 | 18.7 |
| Ability to communicate | 14.6 | 58.7 | 26.7 |
| Areas of interest | 22.6 | 50.7 | 26.7 |
| Knowledge of development | 16.0 | 66.7 | 17.3 |
| Commitment to development | 16.0 | 58.7 | 25.3 |

Source: 1995 BPSP Survey

training, and is a good indicator of an effective Trainee selection process.

The most notable point of incompatibility for the groups was the degree of professional experience/preparation (34.6%), followed by areas of interest (22.6%) and educational level (21.3%). Incompatibility was raised as an issue on several occasions in focus groups in Cochabamba and La Paz. The training coordinator noted that it was difficult in some cases to achieve a compatible group dynamic with recruits from all across Bolivia. Some key informants noted this as a *specific* concern in their training experience:

"I felt that the selection of the participants was flawed. There was a formula that they meet certain requirements, and when we got together as a group of fourteen we could see that only about three or four of the people fell under the requirements. The training was for persons who were not advanced professionals, but they were engineers, anthropologists, people of great experience. This created a series of disruptions during training, because for some the training was covering things they already knew, and for the others it was completely new, thus there were two groups in one and this created problems and discord, where no one's expectations were met."

Source: Focus Group—Cochabamba

BPSP recruitment does not focus on selection of individuals in a narrow age group. Many training programs under CLASP have focused on youth, with recruits having an age range within five to seven years of each other. Being in a similar life stage and age improves the likelihood that they are compatible in a training environment. Older students or students in a wider age range will have more difficulty matching their life experiences and interests.

Knowledge of the United States

One important training objective is to provide Trainees with an understanding of democratic institutions and U.S. culture. The survey assessed the depth of knowledge Trainees

Training Delivers More Than Expected

"We got more out of training than just learning new information. We were trained in ways that we needed to be better professionals, and like professionals we learned to work in a challenging environment and to apply this ability to accept the challenges we face here that we learned over there (during training)."

Source: Focus Group—Cochabamba

developed of the United States through training. Trainees were asked what types of activities they participated in, as well as the knowledge they gained about the various cultural institutions in the United States. It is hoped that the Experience America training component will support their development activities once they return to their home countries.

The brevity of training did not allow most returnees time to participate in voluntary activities or have as much interaction with the community or the private sector as have most other long-term training programs.

The focus of most training was on activities that supported the training area. For example, from March 12 to April 12, 1994, a group of short-term journalists trained at the University of New Mexico (UNM) in Albuquerque. The partici-

Important sources of information which contribute to the experience include informal contacts with U.S. citizens and the public media. Even though they might not speak English, Trainees are exposed on a daily basis to the workings of everyday society. This may be one of the most important effects of the experience, for it provides a holistic integration of the overall Experience America process.

pants were exposed to topics such as media ethics, cross checking information sources, news reporting, conducting interviews, investigative reporting, an introduction to computers, and leadership skills. Site visits and professional interaction at radio stations, television stations, and newspaper publishers reinforced classroom training. Participants engaged in two weeks of hands-on work at the end of the training program.

The BPSP survey includes a section on knowledge of the United States, and the frequency of activities that are engaged in during training. Such activities strengthen the understanding of American culture and work ethic. This is important to achieve a changed world view. It is hypothesized that such experiences are critical to the development of motivation to effect change back in one's home country. Further, those individuals who go through such experiences are more likely to become leaders than individuals who are trained in-country or in a third-country.

From the survey, it can be seen that activities most reported as never participated in were voluntary activities (62.7%), contact with the private sector (26.7%), and community participation (20.0%). Areas most frequently emphasized in training included U.S. travel (52.0%), contact with working professionals (42.7%), recreational

activities (34.7%), and meetings with civic leaders (20.0%) (see Table 2.6).

The training emphasis on contact with professionals in their field of training and trips to various institutions related to their training shows the importance given to professional skill development in BPSP. Important sources of information which contribute to the experience included informal contacts with U.S. citizens and the public media. Even though they might not speak English, Trainees were exposed on a daily basis to the workings of everyday society. This may be one of the most important effects of the experience, for it provides a holistic integration of the overall Experience America process.

The emphasis on contact with working professionals helps to prepare Trainees in two respects. First, it provides them contact with individuals who are in the forefront of what they are being trained for. Secondly, it gives them some understanding of the work ethic and approach that is held by professionals in the United States, and which makes them competitive both nationally and internationally.

Trainees also reported on specific knowledge gained of U.S. institutions while training. Men reported learning "a lot/very much" about the

Table 2.6 Training and the U.S. Experience (Percentages; N = 75)

| Activity | Never | Sometimes | Frequently |
|------------------------------------|-------|-----------|------------|
| Visit U.S. family | 13.3 | 70.7 | 16.0 |
| Meet with civic leaders | 13.3 | 66.7 | 20.0 |
| Contact with Private Sector | 26.7 | 54.7 | 18.7 |
| Community Participation | 20.0 | 58.7 | 21.3 |
| Cultural Events | 16.0 | 57.3 | 26.7 |
| Attend Church | 20.0 | 65.3 | 14.7 |
| Recreational Activities | 8.0 | 57.3 | 34.7 |
| U.S. travel | 6.7 | 41.3 | 52.0 |
| Voluntary activities | 62.7 | 30.7 | 6.7 |
| Contact with working professionals | 9.3 | 48.0 | 42.7 |

Source: 1995 BPSP Survey

variety of cities and cultures (55.8%), the democratic process in daily life (53.5%), a free press (48.9%), democratic institutions (46.6%), volunteerism (46.4%), and the U.S. family (46.5%). Knowledge about volunteer institutions for men must have come second hand for most returnees, for volunteer activities were least reported of all activities in the U.S. training experience (see Table 2.7).

Women differed somewhat from men most notably in their knowledge gained from learning experiences. Women cited knowledge of the role of women (53.1%), varieties of cities and cultures (43.7%), and examples of leadership (45%).

The goal of recruiting at least 40 percent women in selection is meant to give Bolivian women more of an opportunity to participate in country development than is traditional. An important aspect of the U.S. experience is for Trainees to learn more about the role of women in a country where women have a substantially greater presence in professional work and development. Even though only 45 percent of men indicated that they learned "a lot/much" about the role of women in the United States, male key informants specifically mentioned this as facilitating a change in their world view:

"What really impressed me was the role of women in the United States. Evidently, in Latin American countries and Bolivia in particular, 'machismo' gives a lot of importance to men and women are not mentioned... in these times women can occupy the same position as men, and what we have seen is that in reality they are superior to us (men) in many ways."

Source: Focus Group—La Paz

What did you like best about your U.S. experience?

Living in the U.S. provided an opportunity for Trainees to expand their world view. The U.S. training experience provides the necessary perspective to achieve their development objectives. The advantage of training in the United States is reported through a variety of responses to the question: "What did you like best about your experience in the United States?"

Most returnees were impressed with the cleanliness and organization of society, and the efficiency and work ethic of citizens:

"What had the most impact on me was the order, the cleanliness and the punctuality. When I came back I was thinking in being more organized and punctual. This is an occupational goal I would to

Table 2.7 Knowledge Gained of U.S. Institutions and Cultural Activities for BPSP Trainees by Gender (Percentages; N = 75)

| Institution/Cultural Activity | Nothing/Very Little | | Some | | A Lot/Very Much | |
|--------------------------------------|---------------------|--------|------|--------|-----------------|--------|
| | Male | Female | Male | Female | Male | Female |
| The U.S. family | 18.6 | 21.8 | 34.9 | 34.4 | 46.5 | 43.8 |
| The role of women | 21.4 | 12.5 | 33.3 | 34.4 | 45.3 | 53.1 |
| The variety of cities and cultures | 16.3 | 28.2 | 27.9 | 28.1 | 55.8 | 43.7 |
| Democratic Institutions | 25.5 | 37.5 | 27.9 | 28.1 | 46.6 | 34.4 |
| The democratic process in daily life | 14.0 | 33.4 | 32.5 | 26.6 | 53.5 | 40.0 |
| A free press | 13.9 | 31.3 | 37.2 | 43.7 | 48.9 | 25.0 |
| Volunteerism | 30.3 | 42.0 | 23.3 | 25.7 | 46.4 | 32.3 |
| Examples of leadership | 21.0 | 28.1 | 44.2 | 28.1 | 34.8 | 43.8 |

Source: 1995 BPSP Survey

implant in my place of work. To make my school be cleaner, more organized, and punctual."

Other expressed likes were intercultural exchange, competence of training programs, the infrastructure of society, and the quality of educational institutions and training programs in general.

What did you like least about your U.S. experience?

The problems encountered by Trainees in their studies are often reflective of the problems shared by wider society, or are unique circumstances resulting from their adapting to a different climate and culture. A high overall satisfaction with training is indicated by many Trainees responding that they found "nothing" that they did not like about their training experiences, or left the response blank, which indicates overall satisfaction with the training.

Things most disliked by returnees, besides climate and food, were incidents of racism, the lack of English training in the program, and the short duration of training. Climate and food are universally mentioned regardless of the program being evaluated, while a focus on short-term training makes it impossible to provide ESL training as a component of programs. Moreover, ESL training of only about a month would have little long-term benefits for returnees. Substan-

Knowledge gained by returnees of U.S. culture was an outcome of training as well as their individual experiences in the United States. This knowledge is shown to be critical to the overall training experience, in that it provides Trainees with a means to reflect on their own society, the United States, and themselves. The result of this reflection is a changed world view that is a combination of a Bolivian heritage of creativity and a U.S. motivation for development.

tially lengthening short-term training is presently beyond the resource capability of the Mission.

Knowledge of U.S. culture gained by returnees was an outcome of training as well as their individual experiences in the U.S. This knowledge is shown to be critical to the overall training experience, in that it provides Trainees with a means to reflect on their own society, the United States, and themselves. The result is a changed world view that is a combination of a Bolivian heritage of creativity with a U.S. motivation for development. Several key informants remarked that the U.S. experience caused them to value even more what they had in their own country, but that it also gave them the incentive and knowledge to take action to improve what they could by the application of their training:

"We have the responsibility to transmit what we have learned here in (Bolivia), and also to have the personal initiative to try to implement projects and assume risks and create a personal agenda to transmit this knowledge to other groups of people and create a larger impact than we could achieve individually..."

Summary

U.S. training has overall been a successful activity for the majority of returnees. They are coming back with both technical skills and a comprehensive understanding of the United States.

The result is a changed world view that incorporates lesson learned with the motivation to be successful in their professional roles back in Bolivia. There is also a motivation to impart training to others, and put training into action as occupational projects and knowledge multiplier actions. Specific findings are:

- *Problems have occurred regarding group homogeneity and appropriateness of training curriculum for some cases.*

The Mission training office and the contractor are aware of these problems, and have taken steps to ensure they do not reoccur.

- *The present returnee population has been noted to be low on participants from the more rural departments.*

It may be that the percentage of recruits from these departments has already been increased for those now in training, or is part of the recruitment and selection plan for future cohorts of Trainees.

- *There is some gender bias that is showing up in the selection of more men than women for certain programs such as fields such as journalism and agriculture fields.*

This may be an artifact of a cultural bias against women in such fields, since the selection of candidates was made from already established pools of professionals.

FOLLOW-ON ACTIVITIES

Follow-on activities have been actively promoted by the training division of the Mission. Follow-on is built into the design of the training program as participant community service. As mentioned in the analysis of training satisfaction, women were significantly less satisfied in the training they received for the implementation of follow-on and associated technical support during training. Under BPSP, the idea of community service is structured through the participants' Action Plans, which are projects they design in the United States to benefit their community upon returning to Bolivia. For example, participants may conduct seminars to update colleagues and/or community members on issues that are of regional or local concern.

The overall summary of follow-on strategies/ components identified by Development Associates and the Mission are:

- ▶ **Training Design:** Follow-on is incorporated into training design and predeparture orientation.
- ▶ **Action Plans:** Participants formulate projects which will benefit the development of their communities.
- ▶ **Multiplier Effect:** Participants are asked to disseminate technical knowledge gained in the United States training program to colleagues and community members.
- ▶ **Institutional Support:** Participants have support from USAID/La Paz, Development Associates' field office, association of former participants, and their own individual institutions.
- ▶ **Participant Commitment:** Although a participant's commitment can never be fully guaranteed, much can be done to increase a participant's sense of commitment to follow-on. First, program goals and participant objectives should match in applications and interviews. Secondly, participants should know what is expected of them before leaving the country.

Specific follow-on activities that the training office has engaged in include the following:

- Writing newsletters from returnee-submitted materials plus information updates from the training office of the Mission;

Follow-on has been actively promoted for over four years by the training coordinator in the Mission. Various creative strategies have been used to carry out different kinds of follow-on activities. Sometimes this involves the use of outside resources and contributions, and sometimes small amounts of funding pulled from other sources. The early recognition and practice of follow-on has contributed to the overall success of the returnee population in applying their training for development.

- Having returnees write newsletters themselves;
- Organizing an alumni association using formal elections and informal activities among BPSP returnees which serve as alumni liaisons (see more detailed discussion below);
- Organizing returnees in catch-all groups by theme (environment, health) or by level of speciality (i.e., Masters);
- Organizing social gatherings of returnees to discuss accomplishments and other activities which demonstrate how they are acting as "change agents" for the benefit of communities and institutions; and
- Encouraging the organization of multi-disciplinary groups to provide a combination of skills, to financing individual projects derived from action plans or as educational components which multiply technical training.

Included under the educational component of the last bullet have been the publication of thousands of educational brochures, the production of a couple of videos, and an English language training course complete with published training manual.

An important strategy of follow-on has been the individual "Action Plan." Action plans are ideally formulated during the training period, so that when the Trainee returns, they do so with a plan ready to be implemented.

An example of follow-on activities developed from action plans and Mission activities include the following conducted by participants in the State of Cobija over a four-day period in May 1994:

- **Two-day seminar on Vector-Borne Diseases:** The seminar demonstrated the causes, prevention, and treatment of diseases such as malaria, yellow fever, and dengue fever, which are still a very real health threat

in the department of Pando. Seventy people, including health officials, attended the seminar.

- **Video/discussion on AIDS/HIV prevention:** The presentation and discussion targeted high school students and the community at large (approximately 125 people) to raise the community awareness of this disease.
- **Nutritional Fair on Beans:** A variety of prepared dishes demonstrated how to include beans in a daily diet of nutritional and palatable meals. Recipe books were available in order to recreate these dishes. Fifty people attended the event and tasted the dishes.
- **Environmental Protection Campaign:** Two series of radio announcements broadcasted environmental protection messages to the town. The first announcement urged farmers to use pesticides responsibly, and the second asked citizens to look after the forest and subsoil. Educational brochures were also designed and produced to target two different levels of elementary school children, reaching well over 100 students.

These seminars were designed to have a lasting impact, and some evidence for such impact was found. For example, the local town doctor requested copies of the AIDS/HIV video in order to continue the AIDS/HIV presentations in the future. The school director also enlisted the aid of the environmental leader/returnee to help create more educational material for the elementary schools. Thus, Action Plans can be an impetus for more lasting effects (see IOPs, Chapter 4) that are sustained well beyond the end of the original activity. However, comprehensive follow-on that tracks the successful activities of returnees is not in place.

Follow-on has been actively promoted since 1989 by the training coordinator in the Mission. Various creative strategies have been used to carry out different kinds of follow-on activities. According to the training coordinator, follow-on has been paid for out of project funds and some local currency funds. The early recognition and

practice of follow-on has contributed to the overall success of the returnee population in applying their training for development. However, the actions/activities generated as follow-on have not been integrated as components of Strategic Objectives. This is a challenge that faces Mission personnel in the future design and administration of the program. One solution to this problem is to identify and design training around returnee activities that can be shown to support and augment ongoing Mission Strategic Objectives and funded projects under those objectives.

Of the 171 trained, a specific breakdown by the number of Trainees and the training area is shown in Table 2.8.

Table 2.8 Field of Training

| Area of Training | Total Number of Trainees |
|---|--------------------------|
| Rural environmental educators | 26 |
| Agri. techniques for rural develop | 24 |
| Educa. on environmental protection | 24 |
| Hospital administration | 21 |
| Investigative and ethical journalism | 21 |
| Labor leaders/collective bargaining | 21 |
| NGO project design/implem./mgmt. | 20 |
| Planning & policy formulation in environ. | 14 |
| Total | 171 |

TRAINING EXPENDITURES IN RELATION TO STRATEGIC OBJECTIVES

BPSP training areas fit under the present Strategic Objectives, and support the general goals of the USAID/Bolivia Mission. The estimated expenditures through December 1994 follow:

| | |
|----------------------|-----------|
| Short-term Training: | \$700,000 |
| Per Participant: | \$4,500 |
| Long-term Training: | \$420,000 |
| Per Participant: | \$20,000 |

To illustrate the training areas and their relation to Strategic Objectives, the pro-rated expenditures by Strategic Objective are shown in Table 2.9.

Table 2.9 Training Expenditures by Strategic Objective Areas

| Strategic Objective | Training Expenditure | Percent of Total |
|---------------------|----------------------|------------------|
| Environ. Protection | \$397,000 | 40 |
| Demo. Initiatives | 298,000 | 30 |
| Economy | 200,000 | 20 |
| Health/Population | 95,000 | 10 |

These numbers support the fact that training expenditures are consistent with present Strategic Objectives.

SUMMARY

The recruitment, selection and training of BPSP participants has followed the guidelines established by the project description. Trainees are generally satisfied with the program as it is now administered. The difficulty encountered in the administration of the program in-country between the contractor and the Mission is being resolved by the Mission absorbing the duties of the soon-to-close in-country contractor office.

The follow-on program is an area where further development and options can be explored. Action plans provide a ready-made method to create more sustainable Individual Occupational Projects, some of which may be realized through a BPSP internship program (see Chapter 4). The recruitment and selection process seems to be functioning in an equitable manner. This is discussed fully in the next chapter on training impacts and development.

CHAPTER THREE:

Assessing The Application Of Training

CREATING "CHANGE AGENTS"

"Everything I learned (about environmental science) over there I have shared with my colleagues and also with other professors that work in other schools."

Source: Focus Group—Cochabamba

This Chapter and the next address the following evaluation objectives: (1) *to determine whether returned Trainees continue to serve as leaders and have become "change agents" in their workplace, in their communities, and in other spheres in which they are active;* (2) *to identify the degree to which the training program and the U.S. experience have had an effect on their activities at work and on their personal life;* and (3) *to document the degree to which Trainees have been able to apply their BPSP training in their activities.*

The intent of the Bolivian Peace Scholarship Project was to enhance leadership and technical skills and to have positive development impacts on institutions, communities, and places of work. Moreover, the population of individuals selected as participants were to be Bolivians who exhibited leadership qualities or leadership potential and who were socially and economically disadvantaged. Individuals trained in this project effect sustainable development by applying their training as "change agents." The "change agent" concept is valid for determining the overall impact of BPSP training, and further provides a means to analyze the relationship between the actions of individuals and Strategic Objectives.

An outcome of evaluation training has been the realization that if training is done in such a way that technical/academic skills are linked to an international experience and combined with leadership development, "change agents" can be created.

Without diminishing the importance of technical knowledge, USAID planners have come to recognize that participant training must address "the broad range of experience, attitude, and understanding of economic and political institutions that contribute to development" (draft language for the revised USAID *Handbook 10*, Participant Training). Technical skills are essential, but participants must also develop skills in the broad area of "leadership."

No simple recipe exists for determining how leadership skills are converted to action. However, the goal of supporting the development activities of Trainees implies that they should have the capacity and motivation to effect sustainable development. Further, Trainees who are employed must *apply their training*. The application of training is a minimal condition for showing that Trainees use the workplace for reaching beyond their individual actions to teach and influence others.

EMPLOYMENT OF BPSP RETURNEES

The majority (96%) of sampled BPSP returnees (N=76) were employed before their training, and most (93%) are also now employed. To be an effective force for development, it is usually necessary to be employed, preferably in the area of training. We are excluding here voluntary activities, which occur outside the workplace, and may be engaged in by the unemployed as well. However, it is unlikely that unemployed returnees would not focus on finding a job before they would actively engage in extensive volunteer activities.

Some 95 percent of the returnees report that their training has not resulted in them *changing* their jobs. Thus, the training was appropriate to the occupational roles of those selected.

The occupational maturity of most BPSP returnees (averaging 3.5 years with present employers) means that shifts in job status after training are not an anticipated outcome. Over 71 percent of returnees are working in the same area in which they received training.

However, the kind of training is not the only issue in the capacity to achieve development. In Chapter Two, returnees responded that their intercultural (U.S.) experience was invaluable, and leadership training was also a critical element of effective training.

The employment of returnees in their areas of training is expected, particularly since most are returning to the same jobs they had before they left for training. The sponsorship provided by their parent institutions helps insure that they will be employed when they return.

USAID training programs in other countries have targeted youth and those marginally employed or unemployed, resulting in a dramatic shift in job status after training (Aguirre International 1994; 1995). Most of those experiencing job status transition in these studies were long-term trainees whereas the training population for BPSP is mostly composed of short-term trainees.

BPSP returnees are employed as rural educators, nurses and hospital administrators, journalists, farmers, or labor leaders. Their short-term training was designed to enhance and expand their ongoing work activities in new directions, not to increase their level of employment. Moreover, those in long-term BPSP training are not in degree programs, nor are they being trained in English. English language capacity has been shown to be a major stepping stone to improved job status in other Mission training programs (Aguirre International 1994; 1995).

Training in environmental sciences is an exception to the occupationally specific training fields. There are several reasons for this. There are few jobs in environmental science in Bolivia

and a general lack of awareness and concern for environmental problems that could serve to initiate job creation in the public or private sectors.

Training in environmental science serves as a supplement to professional experience in other fields. For example, many returnees trained in environmental science were teachers and school administrators. Their use of BPSP environmental training is in the classroom, in the design of new courses on environmental issues, and in community environmental projects. The few long-term Trainees are employed in their fields of training. The differences in employment by gender are a reflection of the original selection for training (see Table 3.1).

Table 3.1 BPSP: Sector of Employment (Percentages; N = 76)

| | Female | Male | Total |
|-------------------------|--------|------|-------|
| Self-employed | 0.0 | 5.3 | 3.0 |
| Private Sector Employer | 0.0 | 2.6 | 1.5 |
| Private Sector Employee | 17.2 | 18.4 | 17.9 |
| NGO Employee | 17.2 | 23.7 | 20.9 |
| Public Sector Employee | 55.2 | 34.2 | 43.3 |
| Autonomous/Other | 10.3 | 15.8 | 13.4 |

Source: 1995 BPSP Survey

Most returnees are employed in the public sector, as health administrators and educators. This is followed by NGO employees (e.g., labor syndicates) and private sector employees (e.g., journalists).

ANALYSIS OF "CHANGE AGENT" STATUS: FIVE INDICATORS

Five indicators have been developed to analyze whether BPSP Trainees are achieving development goals as "change agents." These are described below and summarized in Box 3.1.

Box 3.1 Indicators of the "Change Agent" Model

The following elements, when combined, indicate "change agent" status:

- ▶ *Applying the training on the job;*
 - ▶ *Taking on greater work responsibilities;*
 - ▶ *Sharing the training with co-workers and others, the "multiplier effect;"*
 - ▶ *Taking on leadership roles; and*
 - ▶ *Maintaining motivation for working in development in the future.*
-

The first three of these indicators will be addressed in this chapter, and the last two in Chapter Four on community impacts and development. First, Trainees who are employed must *apply their training*. The application of training is a minimal condition for showing that Trainees use the workplace for reaching beyond their individual actions to teach and influence others. Research has shown, however, that motivated Trainees who receive excellent training may still have little impact beyond their own personal actions if elements in the workplace obstruct their efforts to introduce positive changes.

Second, the *increased skills and leadership capacity of Trainees must be recognized by their employers or exhibited in changed employment conditions*. This is reflected in increased responsibilities, increased salary, and/or promotions. These are *de facto* statements from the employers that the Trainees are valuable human resources.

Third, Trainees must actively *share their training with others*, the "multiplier effect." They may share their training formally and informally, with co-workers or with others, and build networks within the country and with the United States.

Fourth, Trainees *must possess and use enhanced leadership skills* both at work and in their

communities. Ideally, Trainees' actions must go *beyond themselves to promote the productivity of others* in identifying and resolving problems.

Finally, Trainees' stated attitudes must suggest a *commitment to initiating change and an optimism towards future activities*.

◆ Indicator 1: Is training applied in the workplace?

Yes, for the most part.

- ▶ *Some 83.3 percent of women and 78.9 percent of men responded that they are applying at least some of their training in the workplace. Some 16.7 percent of women and 21.0 percent of men are applying little or none of their training in the workplace.*

The Trainees' use of training reported here is based on their own assessment of workplace. *The application of training in the workplace is an indication that training skills match well with needed work opportunities* (see Table 3.2).

Table 3.2 Use of Training in the Workplace (Percentages; N = 76)

| | Women | Men | Total |
|-------------|-------|------|-------|
| Not At All | 0.0 | 10.5 | 5.9 |
| Very Little | 16.7 | 10.5 | 13.2 |
| Some | 43.3 | 44.7 | 44.1 |
| Much | 40.0 | 31.6 | 35.3 |
| Very Much | 0.0 | 2.6 | 1.5 |

Source: 1995 BPSP Survey

Returnees bring back specialized knowledge to occupational environments that are not necessarily adaptable to the application of this knowledge. Difficulties faced in adapting to working conditions include:

- ▶ *lack of support from supervisors,*

- ▶ *lack of available resources to implement training programs;*
- ▶ *lack of fit between training and the job tasks; and*
- ▶ *lack of sufficient capacity or motivation to implement training in the workplace.*

For example, one returnee remarked that he was unable to apply the environmental education training he received because his supervisor would not provide the minimal resources to make the necessary curriculum changes needed to implement an environmental studies course.

In another instance, a returnee working for a chemical company was unable to directly apply her environmental science training, since her immediate job task required her to do quality control checks on chemical tests. However, her supervisor indicated that they would eventually be moving her into a position where she would be responsible for the monitoring of chemical pollution from their operations.

Although a lack of training application is the exception, these examples point out the importance of matching *individual training* with the *institutional culture* in which the training is to be applied.

"The opportunity to apply training in the workplace is just as important for a 'change agent's' success as having the motivation and capacity to effect change. Limitations to opportunity can inhibit the impact of returnees training in the workplace or in wider institutional contexts."

Other returnees faced situations where they had a change in supervisors, and this made it difficult to apply their training as planned. New employers or supervisors of Trainees may not feel obligated to comply with agreements made with the Mission:

"We have a situation where our directors have changed. For example, when I went (for training) I had one director, and when I returned I had another director, and now I have another director still; they don't give us the help we want, thus much of what we have learned remains a dream since we cannot apply it."

Source: Focus Group—Cochabamba

Another difficulty noted by key informants was a lack of understanding on how to go about designing and implementing training projects.

"Some of us have this knowledge from our training, but we are not sure how to go about using it. It would have been helpful if we had a seminar or training on how to do projects when we got back to Bolivia."

Source: Focus Group—Santa Cruz

The above quote comes from a woman informant, and it is important to repeat the point that women returnees were significantly less satisfied with the project implementation and technical support training they received in the United States.

The *opportunity* to apply training in the workplace is just as important to have a positive development impact success as having the motivation and capacity to effect change. Limitations to opportunity can inhibit the ability of returnees to have an effect in the workplace or in wider institutional contexts.

One factor that has been shown to expand opportunities in training programs has been English language training. English language training improves employment opportunities and development impacts (e.g., occupational and project innovations, foreign contacts) (Aguirre International 1995). It was not an issue here because it was not part of the project design. Use of English in work is reported to be slight (16%) for BPSP returnees. This reflects the lack of emphasis on ESL training.

◆ **Indicator 2: Does training lead to increased responsibilities?**

Yes, by almost half (43.1%).

- *Some 64.7 percent of returnees overall reported increased responsibilities in the workplace after training (see Table 3.3). Of these, 66.7 percent attribute increased responsibilities as due to training. Overall, 43.1 percent of all returnees report an increase in responsibility that is directly related to BPSP training.*

Table 3.3 Improvements in Job Situation (Percentages Responding "yes"; N=76)

| | Women | Men | Total |
|-----------------------------|-------|------|-------|
| Responsibilities increased? | 70.0 | 60.5 | 64.7 |
| ...Due to training? | 71.4 | 62.5 | 66.7 |
| Received promotion? | 10.3 | 18.4 | 14.9 |
| ...Due to training? | 50.0 | 35.7 | 38.9 |
| Salary Increased? | 33.3 | 39.5 | 36.8 |
| ...Due to training? | 54.5 | 35.3 | 42.9 |

Source: 1995 BPSP Survey

This increased responsibility consists of such social and economic realities as improved occupational roles, economic support given to families, and greater opportunity to act as decision-makers.

- *Only 10.3 percent of women and 18.4 percent of men received a promotion after training.*

Promotions are not as likely an outcome from training. This is because many of those trained were either supervisors or in positions with little upward job mobility (e.g., teachers, journalists). Training was not designed to provide job mobility to returnees, but rather to apply technical and leadership skills in their present positions.

- *Some 33.3 percent of women and 39.5 percent of men reported an increase in salary after training. Only 15.7 percent of the overall salary increases (12 individuals) are attributed to training by returnees.*

As with promotions, training was not designed to provide different, more financially progressive employment for returnees. The indicated increases in salary, although not dramatic, are a good indication that training is valued enough by some employers to give raises for it. BPSP returnees have also only been back in-country a short time. As they mature in their roles and the value of their acquired training is recognized, more and greater pay raises can be expected.

Women report a significantly greater relationship between training and salary increases. Some 54.5 percent of women credit their increases in salary to training, while only 35.3 percent of men credit their increases to training received.

- *When asked what importance their employers gave to training, 80.0 percent of women and 90.0 percent of men responded "some/a lot."*

Despite little advancement in salary and promotions, the above response indicates that employers value training. Lack of promotions or salary increases must also be viewed as due to difficult economic times in Bolivia. For example, rural teacher strikes and demonstrations over wage disputes were ongoing during the evaluation, and other workers such as bakers were on strike seeking an increase in salary, including minimal wage salaries. Salary and promotion progress by returnees would thus not be expected to be dramatic, but to increase through time as conditions improve and the application of training by returnees leads to development benefits for employers and institutions.

Income Transition Among Returnees

Returnees were asked to report on their incomes before and after training. It is assumed that a transition in their relative income was at least

partly attributable to the training they received under BPSP. The transition in income is presented for female and male returnees in Table 3.4.

It can be seen from Table 3.4 that there appears to be a slight shift in income before and after training for returnees. The numbers shown in Table 3.4 represent individual returnees. However, we can calculate a total percentage shift, calculated as the sum of increased percentages. This is 24 percent for women and 17 percent for men. These values are less than the reported increase in income, but this is because some increases may have not been enough to shift returnees to higher income categories, and also does not include the seven returnees who failed to report their income transition on the survey.

After training, there are four more trainees in the \$400–\$600 range, and four more in the \$600–\$900 range than before training. At the lower income range, there are none unemployed (compared with two before), one less in the \$1–\$99 range, and six fewer in the \$100–\$199 range.

- In summary, both men and women have shown slight advances in their income potential after training. The advances come at the upper end of the income scales for both women and men.

Employer Survey Results

The employer survey was conducted to provide information on the responsibilities and impact of BPSP returnees in the workplace. With certain limitations (see Box 3.2), the questionnaires reveal what a non-random population of 14 employers find beneficial in the hiring and

Box 3.2 Limitations to the Employer Survey

Responses to the employer survey were solicited by giving the questionnaire to returnees for them to pass on to their employers. There are several potential biases which characterize returned questionnaires. These include the potential for selective delivery of the questionnaires to employers by returnees. Those returnees that felt they were not doing a good job may not have wanted this revealed in the form of a questionnaire. Also, of those employers who received questionnaires, it is assumed that those most likely to fill them out and return them are those who had positive experiences with their BPSP employee(s).

Table 3.4 Income of Trainees by Gender (Actual Numbers)

| | Before Training | | | After Training | | |
|-------------------|-------------------|-----------------|------------------|-------------------|-----------------|------------------|
| | Female (n =30) | Male (n =38) | Total (n =68) | Female (n =30) | Male (n =38) | Total (n =68) |
| Not Employed | 2 | 0 | 2 | 0 | 0 | 0 |
| \$1 – \$99 | 3 | 3 | 6 | 3 | 2 | 5 |
| \$100 – \$199 | 14 | 14 | 28 | 12 | 10 | 22 |
| \$200 – \$399 | 8 | 9 | 17 | 6 | 11 | 17 |
| \$400 – \$599 | 3 | 7 | 10 | 5 | 9 | 14 |
| \$600 – \$999 | 0 | 4 | 4 | 3 | 5 | 8 |
| \$1,000 – \$1,999 | 0 | 3 | 2 | 1 | 0 | 1 |
| \$2,000 or more | 0 | 0 | 0 | 0 | 1 | 1 |

Source: 1995 BPSP Survey

retention of BPSP returnees in their places of work. Some returnees indicated that they did not want to contact their employers, and others who were in supervisory roles felt that it would be difficult to get an evaluation from their regional/corporate supervisors.

Trainees worked for surveyed employers from three months to ten years. Jobs ranged from agricultural production manager to journalist, with the average length of time in the position at 3.5 years. The majority of the returnees worked approximately 2 to 5 years for their current employers.

Overall, the responses from the questionnaires portray a situation of highly positive impact in the workplace by BPSP returnees. Notable outcomes and observations include innovation, high initiative, excellent professional preparation, and a willingness to disseminate knowledge to others.

For example, in response to the question: "What has been the impact of this (BPSP) employee for your organization?," *90.0 percent specifically responded that they did excellent work and/or were responsible and dedicated employees.* Other responses included "good resource for company and fellow workers," "positive impact in workplace," and "promotes change in the workplace." Those returnees in supervisory roles were praised for having "improved the efficiency and reliability of company operations," "provided effective supervision," brought in "new ideas," and "leadership qualities." The impact on other employees was particularly important, even for those who were not in supervisory roles. When asked to identify what distinguishes BPSP employees from others, employers emphasized environmental knowledge, leadership, and motivation (see Box 3.3).

◆ Indicator 3: Sharing Training With Others

Sharing training with co-workers is key to the dissemination of development impact beyond self and family. Information from the sharing of

Sharing and Development—The Multiplier Effect

How has training helped the general development of Bolivia?

"It has been a form of both direct and indirect help. In direct form, because we have been trained in certain topics from which we benefit...this starts with our families and our work where we share what we have learned...we also represent a direct form of communication and multiplication of knowledge, and because of this we indirectly influence the society and immediate environment where we work and live."

Source: 1995 BPSP Survey

Box 3.3 What distinguishes BPSP employees from others?

"Punctuality"

"An understanding of development issues"

"A conservation ethic"

"Great Leadership Capacity"

"Motivation and superior knowledge"

"Good skills and Initiative"

"Creativity"

"Motivation to bring about change"

"Great commitment and interest in work"

"Improved vision/understanding of environmental problems"

"Responsible"

"An understanding of environmental issues"

training was collected from the employer survey, the returnee questionnaires, and other qualitative data sources. An important outcome of BPSP follow-on is the sharing of training with others, through formal seminars, conferences, workshops, or educational materials. Sharing information is the primary means by which the multiplier effect is realized. The multiplier effect occurs when those who have not been trained put into practice what they have learned from Trainees.

- *It is estimated by the training office that APSP and BPSP have reached an estimated 20,000 people through the activities of Trainees.*

This estimate is probably low, since it does not include students who are being reached through educational programs. Thus, the impact of training spreads inter- and intra-generationally. For example, in one recent activity, an environmental educator alone reported in a focus group interview that he was involved in designing a curriculum for environmental education in La Paz that will alone reach over 21,000 students.

- *Some 99 percent of returnees responded that they shared their training with others.*

Formal Sharing of Knowledge

Formal Sharing of training occurs among co-workers and others within the social and economic sphere of returnees (see Table 3.5). The most common form of sharing is in seminars and workshops. Formally, 97 percent of women and 90 percent of men shared their training with at least two other co-workers. The dissemination of knowledge to others is a critical component of any development activity.

One of the ways to sustain development is to engage in the transmission of knowledge to others. As new information is utilized and disseminated in the workplace, it becomes, in effect, part of the "culture" of doing business and is the basis for productive innovation. The following

Overall, the summed responses from returned questionnaires portray a situation of highly positive impact in the workplace by BPSP returnees. Notable outcomes and observations include workplace innovation, high initiative, excellent professional preparation, and a willingness to disseminate knowledge to others.

selection of observations was made in response by employers to the question: "What has been the impact of your BPSP Trainee in the workplace?"

- *"introduced new managerial skills;"*
- *"motivates others to improve their productivity;"*
- *"applies knowledge to the development of new projects;"*
- *"promotes changes in the workplace;"*
- *"has a better understanding of environmental issues and how to act on this knowledge;"*
- *"U.S. experience has allowed for a better understanding of conditions in Bolivia;"*
- *"has organized the lab to examine the impact of petroleum development;"* and

Table 3.5 Multiplier Effect: Formal Trainee Contacts with Co-workers (Percentages; N = 69)

| No of Contacts | Women | Men | Total |
|----------------|-------|------|-------|
| 1-9 | 6.7 | 25.0 | 18.7 |
| 10-24 | 43.3 | 22.5 | 31.6 |
| 25-49 | 33.0 | 15.0 | 21.1 |
| 50-99 | 3.4 | 17.5 | 11.5 |
| 100-199 | 3.4 | 7.5 | 5.7 |
| 200-499 | 10.2 | 10.0 | 10.0 |
| 500 and above | 0.0 | 2.5 | 1.4 |

Source: 1995 Returnee Survey

- “assumes an active and professional role in water treatment and environmental conservation.”

Informal Sharing

- *Informally, some 100 percent of women and 97 percent of men returnees shared training with at least one other co-worker or colleague.*

Informal sharing consisted of talking about the training as an overall experience and discussing specific applications of training or “how things are done over there.” One returnee was utilized as a resource by his co-workers and company to interpret and translate the latest environmental information into a form useful to the company, and to summarize “what’s new” in the field from English language publications. The formal sharing of training occurs when Trainees teach courses or make presentations in seminars, workshops, or conferences. A comparison of formal and informal sharing suggests that Trainees do well in passing on information about their training in informal settings. However, the program may not have stressed returnees’ roles as multipliers sufficiently in more formal venues.

Employer Willingness to Hire CLASP Trainees

The above actions are indications of positive development impacts resulting from employing BPSP returnees. *If BPSP returnees are indeed having such impacts in the workplace, it could be presumed that employers would view hiring more BPSP returnees as a positive action.* A test of this presumption is the question: “Would you hire other CLASP returnees if you had the opportunity to do so?” The resulting response to this question was:

All of the responding employers indicated they would hire other BPSP returnees if they had work available.

Again, it should be noted that responses collected from employers are biased towards those who have been successful in their occupational roles. This is given validity by the fact that only one neutral and not a single negative comment was elicited from any of the employers.

The sharing of training is revealed in the social and informational links that returnees maintain (see Table 3.6). Trainees demonstrate an active effort to maintain ties with other returnees.

Other important forms of contact include participation in training groups or meetings, contact with U.S. friends, and presentation of projects with other returnees. In Chapter 2, it was noted that although equal percentages of men and women reported training the planning of projects, there is a significant difference in the implementation of activities. Twice as many men as women were trained in project implementation (73% men versus 37% women). Also, about twice as many men reported getting technical assistance on project implementation (38% men versus 17% women). The lack of training in the practice of project design and implementation is

Table 3.6 **Trainees Maintain Links**
(Percentages; N = 73)

| | Women | Men |
|---|-------|------|
| Contacts with other returnees | 84.4 | 85.4 |
| Reads U.S.-based journals | 31.3 | 31.7 |
| Participates in BPSP groups or meetings | 56.3 | 63.4 |
| Presentation of projects with other returnees | 28.1 | 46.3 |
| Commercial relations with U.S. | 9.4 | 7.3 |
| Contacts with U.S. friends | 40.6 | 41.5 |
| Contact with U.S. training institution | 25.0 | 24.4 |
| Visits from U.S. friends | 0.0 | 2.4 |
| Works with Peace Corps volunteers | 0.0 | 4.9 |
| E-mail | 3.1 | 2.4 |

Source: 1995 BPSP Returnee Survey

notable in that it is the only significant difference between men and women. Only about three-fifths the percentage of women (28.1%) as men (46.3%) report being involved in project design/implementation. This shows how important project practical (hands-on) training is to project development. Developing and maintaining social, professional, and cultural links to the United States are emphasized in the Follow-on program, and are reflected here as well.

SUMMARY

Returnees are fulfilling the first three requirement of "change agent" status. They are making positive contributions in the workplace, and are sharing their information with others. They have made progress in employment. This progress is more in recognition of their skills by employers and increases in responsibilities than in promotions and major shifts in income. The compensation from income is predicted to increase through time as these returnees have more time and opportunity to apply their knowledge in the workplace.

CHAPTER FOUR:

Development Impacts— Trainees as Leaders in Community and Project Development

INTRODUCTION

Chapter Four continues the discussion of development impacts begun in Chapter Three by addressing Indicators 4 and 5 of the "Change Agent" Model: *Taking on Leadership Roles and Maintaining Motivation for Working in Development in the Future*. Addressed are the following evaluation goals: (1) *to determine whether returned Trainees continue to serve as leaders in their communities, and in other spheres in which they are active*; (2) *to identify the degree to which the training program and the U.S. experience have had an effect on their activities at work and on their personal life*; and (3) *to document the degree to which Trainees have been able to apply their BPSP training in their activities*.

◆ Indicator 4: Taking on Leadership Roles

"Leadership training, which is one of those things we received under our (BPSP) program, has helped me very much. I have directly applied it in the position I hold as director of a hospital."

Source: Focus Group—Cochabamba

Selection for leadership capacity is one of the criteria used to identify prospective BPSP candidates. Leadership training is an important component of the BPSP program. This capacity is built upon and cultivated through leadership activities and the "Experience America" component of the training program. Leadership outcomes are reflected in participation in community and civic activities and the promotion of developmental change. These are expressed in a variety of social and economic contexts, from families and associations to the wider society. Thus, leadership skills give returnees the motivation and orientation to apply training and assume leadership roles.

Leaders...*individuals whose actions serve to motivate others to action and to increase the resources (both material and social) available to others (Aguirre 1994).*

- ▶ *Individuals are identified as leaders if they contribute positively to the motivation and resources available to others. The resources that a leader imparts to others include economic resources and informational or social resources.*
- Economic resources include personal and family income and increased profits from productivity enhancement in the workplace or resource gathering for community projects.
- Informational resources including a shared world view, advice, and shared responsibility for the products of this world view.
- Change is often an outcome of leadership activities, with such activities resulting in an increase in the amount of resources controlled by followers.

A Trainee might assume a leadership role in a family household by taking on the economic support of the household. Technical leadership in a company implies employing learned skills to improve the productivity of the overall industrial process.

Since most returnees are not showing a substantial increase in their income due to training, most of the leadership benefits come through their contributions to their family income. Increased productivity and efficiency in the workplace is also an impact. The employers' survey indicates that most contributions by BPSP returnees are coming as information gains and

related changes in operations management. These gains change the "culture of doing business," as well as influence the occupational efficiency of co-workers. Project implementation and design is another notable contribution. It is here that returnees are having their greatest impact on the community level.

The "change agent" model does not hypothesize that all "change agents" explicitly be identified by their co-workers or friends as "leaders," although it assumes that they will take on certain aspects of leadership roles. "Leader" is therefore a subset of the category "change agent." Not all "change agents" are leaders, but all leaders are "change agents." For example, an individual may be hired as a quality control officer in a manufacturing firm, and introduce procedures to improve product quality. This represents a "change agent." If that same individual teaches quality control techniques to others, who then incorporate quality control techniques into their occupational roles, he or she is acting as a leader. In the first case, individual action creates change. In the second, such change is amplified by the transmission of knowledge to others (leadership).

- *Trainee responses suggest suggests that BPSP training has fostered high leadership capacity across the survey population.*

Trainees were asked to rate how BPSP training contributed to their mastery of a series of social

BPSP Leadership in the Bolivian Government

Mr. Guillermo Alborta attended American University in Washington, D.C. (1990-1992) and received a Masters Degree in Economics. Prior to training, Mr. Alborta worked as professor in Economics at the Bolivian Catholic University (UCCB). After his training, Mr. Alborta returned to work at the university. The BPSP training he acquired allowed Mr. Alborta to improve his teaching methodologies and procedures, and sharpened his leadership skills. In 1993, he was appointed Advisor to the Minister of Labor. In 1994, Mr. Alborta was appointed by the Government of Bolivia to the position of Undersecretary of Capitalization in the new Ministry of Capitalization. Mr. Alborta has published three documents in the field of Economics and has contributed to the development of national fiscal policies.

Source: USAID/Bolivia Mission Training Office

skills related to leadership roles, termed here the "Leadership Development Scale (LDS)." Positive responses ("strongly agree" and "agree") are presented in Table 4.1.

Table 4.1 Leadership Development Scale (Percentages)

| Individual Characteristics | Women (n = 32) | Men (n = 43) | Overall (n = 75) |
|--|-------------------|-----------------|---------------------|
| Independence | 68.8 | 76.8 | 73.3 |
| Self-confidence increased | 78.2 | 83.8 | 81.4 |
| Ability to communicate w/others improved | 78.1 | 79.0 | 78.7 |
| Tolerate change better | 90.7 | 88.3 | 89.4 |
| Risk-taking attitude developed | 93.8 | 86.0 | 89.4 |
| Ability to speak in public improved | 75.0 | 79.1 | 77.3 |
| Greater willingness to try new things | 93.8 | 95.2 | 94.6 |

Source: 1995 BPSP Returnee Survey

LDS responses indicate that BPSP returnees feel they have been well-prepared to act as leaders in their communities and places of work (e.g., taking risks, speaking in public, tolerating change, or trying new things). Limitations to leadership actions stem from the particular conditions faced by individuals in their communities and places of work, as well as differences in individual motivation

Those factors which rate the highest are related to "actions" and "activities". These include tolerance to change (89.4%), risk taking (89.4%), and willingness to try new things (94.6%). Self-confidence (81.4%) and independence (73.3%) are personal development factors that rate lower than those related to specific actions. Ability to communicate with others (78.7%) and speaking in public (77.3%) are communication factors that are also expressed at relatively lower values, although these still represent fairly high values.

In comparison to responses from other training programs (Aguirre 1995), these lower values are consistent only for the "independence" variable. This can be interpreted by the fact that the time spent in the United States under BPSP put an emphasis on the technical and planning aspects of training. Still, these represent fairly high values, and indicate that training is having an impact on these aspects of returnee leadership. Another influencing factor is since that many of these returnees are communicators (teachers, administrators, syndicate leaders) they have already developed communication/personal skills, and that further training would be not be expected to yield very high increases in capacity in these areas (see Box 4.1).

Few differences can be noted between women and men. Men exceed women in the independence category (68.8% for women versus 76.8% for men), while women rate themselves slightly higher on willingness to take risks (93.8% for women and 86.0% for men). Key respondents noted that growth in their action oriented responses for the LDS are from the "can do"

LDS responses indicate that BPSP returnees feel they have been well-prepared to act as leaders in their communities and places of work (e.g., taking risks, speaking in public, tolerating change, or trying new things). Limitations to leadership actions stem from the particular conditions faced by individuals in their communities and places of work, as well as differences in individual motivation.

attitude they experienced through living in the United States:

"Here in La Paz, I have been able to do many things (in journalism) because of my [BPSP] training, and most all have been a success. In the United States, one learns that the possibilities to do things are wide open, and from this and the work I did as a Trainee at the University of New Mexico, I have achieved very good results... because one realizes that there can be many substantive personal and professional results from the change in thinking one experienced before and after training..."

Source: Focus Group—La Paz

Trainees Assess Their Leadership Capacity

- Overall, some 79.5 percent of returnees report an improved leadership capacity as a result of their training, 79.5 percent are more effective leaders in the community and workplace, and 69.4 percent are active in their communities to some degree.

Male returnees are significantly more likely to report participation than females returnees in community activities. When asked to rate their participation in community activities before and after training, 80.0 percent of men and 56.3 percent of women responded that they participated in community activities (see Table 4.2). There were virtually no changes in those

Box 4.1 Case Study of an Educator for Development—"Gladys"

Gladys grew up wanting to be a teacher. She loved her educational experiences as a child, and looked to provide a similar experience for others. At 40 years of age, Gladys has accomplished this goal. She is a professor and director of a school in Valle Hermosa, Cochabamba, Bolivia. Gladys also had the fortune to be chosen as a BPSP participant for short-term training in environmental science.

Upon her return, the most immediate impact of her training was on her family. They felt that now that she and "gone abroad to study," that she was capable of many things. It also inspired changes in her children and husband:

"For my children it was also a great compliment that their mother went abroad. They would say: 'My mother is in the United States,' and be very content about it. This included my nine year-old boy, who is very lazy, but now says that he has to study because he also must travel to the United States. On the other hand, my husband now has more responsibilities in the house."

What impressed her most about the BPSP training she received was not the technical details she learned, but rather the differences in the manner of doing things—the opportunity to experience a new learning environment and to see how a school in the United States functioned and was directed. These experiences have helped her initiate a curriculum in environmental science and enact administrative reforms in her school:

"For me {BPSP training} was a big help and it has improved and helped the school where I work; because of this {training} we are now in the midst of an educational reform in the school that will give us the opportunity to collaboratively advance with necessary improvements."

Gladys also felt that the opportunity to leave Bolivia was very important. She was most impressed with the preparation of the people she met. It provided her with the perspective that Bolivia had the materials and potential for development. What was lacking was the knowledge to use it. She received this knowledge from her training: *"We (BPSP Trainees) have been given the ideas that allow us to carry out our tasks."*

Gladys also developed leadership skills that have had an impact at work and with her family:

"Now people look for me and want me to give talks, for example right now, where I will be giving a talk in Tarata where I used to work. I also feel more secure, more useful in my work and family and besides now have an increased facility to converse, to say to people: 'It's this way, do it like this,' something I couldn't do before, because before I would remain silent on such issues."

Gladys' leadership role and knowledge does not extend simply to her school and family, but is being shared and multiplied with others:

"Our group here in Cochabamba was elected for the beca, but we regularly get together to plan what we can do to improve our schools and share (what we learned) with the rest of our colleagues who didn't have the opportunity to travel."

reporting participation in community activities percentages before and after training.

Women key informants noted that they are occupied with domestic chores and child care as well as their jobs, and this has some limiting effect on their ability to participate in community activities. However, when asked to gauge if community participation had increased, decreased, or stayed the same, 50.0 percent of women who participated responded that they were "more active" in community activities after training, while 39.5 percent of men were more active. Thus, even though there was no reported change in overall participation before and after training, there is an increase in the intensity of participation for both men and women. The high activity of returnees within the community is a good indicator that they are multiplying their training among community members.

Table 4.3 reports returnee responses on leadership in three dimensions.

Both male and female Trainees feel that their overall leadership capacity has been enhanced. Leadership effectiveness in the workplace and community follows a similar pattern of responses.

◆ **Indicator 5: Leadership, Motivation, and Development—Are Trainees committed to initiating change?**

- *Some 90.0 percent of Trainees cited specific leadership activities they were engaged in as a result of their training. Many stated that leadership involved a variety of personal interaction skills including organization, direction, orientation, management, and coordination of others. This provides strong evidence that training is being multiplied in the community and workplace—multiplied in ways that support the four Mission Strategic Objective areas of health, environment,*

Table 4.2 Participation in Community Activities (Percentages Responding "Yes")

| | Women | Men | Overall |
|-------------------------|-------|------|---------|
| Participated: | | | |
| before going? (n=73) | 56.3 | 80.5 | 69.9 |
| since returning? (n=72) | 56.3 | 80.0 | 69.4 |

Source: 1994 BPSP Returnee Survey

Table 4.3 Leadership Capacity And Performance (Percentages)

| | Improved Leadership Capacity (n = 73) | More Effective as Leader in the Community/ Workplace (n = 72) | Active in the Community (n = 72) |
|---------|---------------------------------------|---|----------------------------------|
| Women | 71.9 | 75.0 | 56.3 |
| Men | 85.4 | 82.9 | 80.0 |
| Overall | 79.5 | 79.5 | 69.4 |

Source: 1994 BPSP Returnee Survey

democratic initiatives, and economic development.

Leadership activities are as diverse as the returnees themselves, but revolve around the technical skills and particular manner in which those skills are translated into actions (see Box 4.2).

Applying Training in the Workplace

Applying training in the workplace is also an indication that returnees are engaged in leadership activities. Changes in workplace activities occur best in situations where returnees are able to effect change (have some supervisory capacity or freedom to introduce innovations).

The application of training in the workplace is determined by the motivation, capacity, and opportunity to do so. Motivation and capacity

are an outcome of training and the experiences and individuality of returnees. Some 83.3 percent of women and 78.9 percent of men report having applied some to a great deal of their training in the workplace (see Table 4.4). Limitations on applying training come from a lack of resources to apply training to a lack of support from supervisors to apply training. Other factors are the inapplicability of training to the occupational role of the returnees.

For example, one returnee was working in a chemical laboratory that was doing quality control on certain chemical products. Her BPSP training was in environmental science, but she could not presently apply her training to the particular occupational activity she was engaged in. However, her company had plans for her to move into another job that dealt specifically with environmental contamination issues from chemical production.

Other returnees noted that they were not in positions to effect change. Some were not in supervisory roles, or claimed to have no influence in their institutions, while others reported that their supervisors had changed in their absence, and had not been appraised of what they were training for and why. These cases are in the minority, and most returnees are successfully applying training in the workplace.

Examples of the application of training in the workplace include the following:

- ▶ *"Introducing the theme of environment in the planning of urban development and in social development projects"*
- ▶ *"The improvement of the production of the newspaper, and introducing journalistic ethics"*
- ▶ *"Bringing new concepts of leadership; delegating responsibility in the areas of hospital accreditation and quality."*
- ▶ *"Succeed in carrying out all the analysis of community well water in my laboratory."*

Box 4.2 BPSP Leaders in Action

- ▶ *"Helping community members in the hygienic raising of animal breeds."*
- ▶ *"Preparing student project fairs in environmental science."*
- ▶ *"Training and diffusing new agricultural techniques to farmers."*
- ▶ *"Being an orienteer and knowledge multiplier among my colleagues; influencing neighborhood groups in ecological practices."*
- ▶ *"Improving work organization and discovery of work potential in each member of my institution."*
- ▶ *"Directing training courses in education, health and ecology."*
- ▶ *"Improving health practices, especially in rural areas"*
- ▶ *"Speaking (in public) without fear, and working for the rights of campesinas and campesinos."*
- ▶ *"Helping members of my church and institution to be responsible, punctual and to properly manage their finances and households."*
- ▶ *"Organizing courses in labor management, as well as training my associates in leadership skills."*

Source: 1995 BPSP Returnee Survey

Table 4.4 How much of your training have you been able to apply in the workplace? (Percent)

| | Women (n = 30) | Men (n = 38) | Overall (n = 68) |
|--------------|-------------------|-----------------|---------------------|
| None | 0.0 | 10.5 | 5.9 |
| Very Little | 16.7 | 10.5 | 13.2 |
| Some | 43.3 | 44.7 | 44.1 |
| A good deal | 40.0 | 31.6 | 35.3 |
| A great deal | 0.0 | 2.6 | 1.5 |

Source: 1995 BPSP Survey

- ▶ *"Improve primary working relationships with all my personnel and be more diplomatic."*
- ▶ *"Conduct projects and training in environmental studies in all of the [local] schools."*
- ▶ *"Applying new methods in the teaching of biology in the local schools I work in."*
- ▶ *"Introducing a system of animal husbandry in the rural area."*
- ▶ *"Forming new programs in the various divisions of health services at the hospital."*
- ▶ *"Introducing the theme of the environment in the school curriculum. Conducting a project in 'Protection of Plants' with the participation of students and their parents."*
- ▶ *"Managing industrial petroleum residues such as in the incineration of combustible residues (oil, grease)."*

Source: BPSP Returnee Survey

These wide variety of work applications demonstrate that returnees are successfully applying their training. Applications include not only the use of technical training, but the application of general skills of leadership and methods of work (work organization and ethics) (see Box 4.3).

Changed Aspirations

Another indicator of leadership is found in the changed expectations of returnees.

- ▶ *The impact of returnees on society can be understood in part by their expectations, and how these have been changed by the training experience. The characteristics of leadership (sharing vision/material and social resources) are indicated by how returnees have been changed by their training.*

When asked the question, "Have your expectations for the future changed as a result of your experience in the United States?," 91 percent of women and 84 percent of men reported that their expectations had changed.

- ▶ *"Training has broadened my perspectives. I have a better idea of what I can and cannot do."*
- ▶ *"Training has given me a different perspective of self."*
- ▶ *"Because of training, I have more confidence to teach others."*

Focus Group—Santa Cruz

The primary responses to the changes ("Why have your expectations changed?" [n = 51]) are attributed to a changed world view (32%), an improved self-image (18%), and a stimulus to improve (14%) (see Table 4.5). Other less significant categories are use of specific knowledge (12%) and better preparation (8%). Thus, it is not the specific knowledge imparted *per se* that creates changes in aspirations. Rather, it is the changes in self and world view that are considered the most important by returnees. These changes are what motivates them to create positive change and act as leaders. These attributes are best obtained through an international training experience that provides a different world view and model of self.

The changed expectations achieved through training have instilled in some students the

Table 4.5 Why have your expectations for the future changed?
(Percentages; N = 51)

| | |
|--------------------------------|------|
| Changed world view | 32.0 |
| Improved self-image | 18.0 |
| Stimulus to improve | 14.0 |
| Used specific knowledge | 12.0 |
| Better preparation | 8.0 |
| Doing same thing | 6.0 |
| Expected better training | 2.0 |
| Improved goal-setting | 2.0 |
| Stimulus to continue education | 2.0 |
| Other | 3.0 |

Source: BPSP Returnee Survey

Box 4.3 Case Study of a Rural Leader—"Nirtza"

Nirtza was born in La Paz on October 12, 1959. The daughter of a lawyer, she grew up in a professional urban household. However, she developed a passion for nature and animals. Her father bought a piece of land in Apollo, the small village where her grandparents lived. She took a trip there and was fascinated by the rural setting. Her interests in nature and "all things rural" led her to study agronomy at the university in La Paz. Because of her particular area of interest, she was selected to participate in the BPSP program as a Trainee in agricultural science and animal husbandry.

Nirtza trained in Jackson, Mississippi, where she was influenced by her contact with other Bolivians "from different parts of my country—professional people, common people, and people from my region. This was a good place for me, and resulted in a change in my feminine personality through the acquisition of knowledge and good technical training—training much superior to what we have here (in Bolivia)."

Nirtza returned to Bolivia a changed person. She was changed not only by her technical training, but by her intercultural experience:

"This resulted in a change in my social relations with my family—this change came about because of what I experienced in the U.S. of what I passed on to them of my experiences. They could see that there were many new things in the U.S. that we did not know about—things they were interested in knowing—and this changed my relationship with them and with my friends and acquaintances."

When she began her new life in Apolo, Nirtza was first viewed as an oddity and with some suspicion. This was not without reason. She was female (most Bolivian farmers are males) had left the city to work in the country (an unusual event), and was introducing strange new ideas about things she learned in the United States.

However, she broke resistance down in her adopted community as she demonstrated the value of her knowledge to others. She succeeded in developing a local agricultural cooperative in which she gave workshops for other farmers on how to improve their animal husbandry practices, and on innovations in crop technology and crop varieties:

"I consider myself a leader in the community, and we are using my knowledge to do specific projects. First of all, there was the community project—introducing new and different kinds of things to grow—new varieties of crops that I learned about in Jackson—and things that we used to get from the outside, but could in fact grow ourselves, using the knowledge I had gained from the training. My brother and I (her brother works with her on the farm) have also started a project for our region in ecotourism. We have a community meeting every 15 days with campesinos from different regions, or from different communities. I have begun to talk to them about how to do different kinds of (agricultural) work."

The most important leadership activity that Nirtza conducts may be her actions as a training multiplier:

"It is important for me to share my knowledge in this form. Passing knowledge to others is more important than specific projects (constructions/buildings). You act as a guide to create more opportunities for others—this is what is really important."

will to succeed. This is expressed at the individual/professional level, or by leadership with an impact on the outer rings of the social-economic network. Either of these cases can result in significant changes (e.g., introducing new skills in the workplace or utilizing new teaching techniques in the classroom). The first is an individual activity by the returnee involving professional growth within the community. This results in concrete IOPs, as discussed in the next section under “Linkages to Strategic Objectives.” The second also involves IOPs and their identifiable multiplier impacts on community, society, and workplace. However, this has a greater scope because returnees take a leadership role in the active transmission of knowledge acquired through training. Both of these cases represent potential avenues for change. In the first, the individual is characterized as a “change agent.” Initial impacts are:

- ▶ **Immediate**—They occur upon the Trainees’ integration into an occupational role and household, and in their management and the follow-through products of training (IOPs).
- ▶ **Focused**—Results are concrete (e.g., an increased income, improved family status, and occupational benefits).
- ▶ **Easily identified**—The results are measurable using the individuals’ experience.

In the second case, it is more apt to characterize the individual as a leader—the most effective form of “change agent.” Initial impacts at the leadership level are:

- ▶ **Delayed**—Sustainable impacts are seen only after some considerable time after training, and manifest themselves in the occupational or wider societal community of the returnee.
- ▶ **Diffuse**—Impacts are seen in levels beyond the individual and their immediate social context.
- ▶ **Harder to identify**—Leaders are rarer than “change agents,” and their impacts are thus

rarer and more difficult to measure than that of “change agents.”

These are generalizations on the nature of “change agents” and leadership, and exceptions can be found in either category. The nature and direction of this impact can be projected from the cumulative effect of BPSP leaders in their various social and occupational roles. Leadership has the potential to permanently alter the nature and direction of socioeconomic change. It is thus an avenue for sustainable development. “Change agent” creation is an outcome of practically all training. However, to be most effective, leadership development should be an essential component in any project activity.

The second category of changes mentioned refer to direct activities undertaken. Trainees multiply their knowledge by actively transmitting it to others. Leadership impacts spread between and among generations, thus having a lasting impact on developing societies (e.g., “*We are teaching young people how to take better care of nature.*” Focus Group—Santa Cruz).

Returnees speak of a change in worldview, a change in their expectations of the future, and an increase in independence and the ability to communicate with others (see Box 4.2 and Table 4.5). All of these characteristics indicate that training is effective in molding the kinds of individuals who have the motivation and capacity to create positive change in themselves, their families, places of work, communities, and wider society.

Leadership Impact Among Families

Family impacts are basic to the outcomes of training. In other training settings, it has been recognized that training individuals can provide social and economic benefits to their families (see Box 4.4). The family is the first level at which “change agent” activities occur. The following results were obtained in response to the question, “Has your family life changed as a result of your training?”

Box 4.4 Family Impacts— Children and Training

"I have adolescent children and they can see that when I am studying, it increases my abilities and that one never stops learning.... This is very beneficial for children because it shows them that there are always opportunities to learn and opportunities for international training with some help."

- ▶ *Fifty-six percent of women and 61 percent of men percent responded that some change had occurred and specifically noted that they were having impacts in the family setting as a function of their training. Some 44 percent of women and 40 percent of men indicated that they saw no significant changes in their families as an outcome of training.*

"My experience...has brought security to me and my family; it is also a good example for my children."
(Focus Group - Santa Cruz)

There are five notable response categories found within the sample dealing with family-level change impacts. The percentages represent summed multiple responses (i.e., each individual could write down several responses to the question). The five major coded categories are:

- Improving communication and understanding within the family, 21%;
- Assuming leadership roles within the family, 20%;
- Providing economic support to the family, 9%;
- Serving as an example to family members, 9%; and
- Personal independence, 20%.

Families can be recognized as the beneficiaries of scholarships, rather than just the participants in training. This is because each of them is embedded in social and economic relationships centered around a nuclear or extended family, or will establish such relationships in the future if they are presently single and not living in their parents' household.

The above response categories are those that were considered most important in terms of defining the changes in their family relations. For example, most were already involved in some way in providing economic and social support to a family before training, and this would explain why these factors did not change considerably after training. The following response from a focus group in Cochabamba exemplifies the relation between family and training impact:

- ▶ *"In respect to the impact in my family, a person is a component of the family life and this represents a certain kind of pride. My wife has traveled various times, and I have received the benefit of her experiences from these travels, and I give her the same thing when I travel and learn new things."*

Political and Voluntary Participation and Leadership

U.S. training provided returnees opportunities to see the political and voluntary processes in action. Returnees can translate these experiences into action by participating as volunteers and in the political process. This is an important point of access of influence over social and material resources. It is also a good indicator of the willingness to take on leadership roles in the wider society (see Box 4.5).

Returnees were asked to report on their activities within the political arena in Bolivia. As a group, BPSP returnees have been very active in the political process. Some 94 percent of returnees (96.8% women, 92.1% men) have reported voting in government elections, and 58 percent

Box 4.5 Case Study of Changing World Views and Development—"Frank"

Frank grew up in La Paz Bolivia, with a desire to study journalism. After attending the national university, he received a job at a local newspaper, and recently participated in BPSP training for journalists. Frank describes himself as always having plans to do projects, but his training in the United States served to crystallize these projects. This came about because of the change in world view and view of the possible he received while training: "In the United States possibilities are wide open, and the training I received at the University of New Mexico completely changed my view of what is possible, resulting in many positive benefits."

One of these positive benefits has been a changed world view in Frank's family:

"I have a small family of only four persons, and before I received my training, we were always anxious and uncertain about the future. Since returning, I have seen a change in my family. My children are more excited about their education, about being professionals...and they are influenced by my accounts of my experiences in the United States which have instilled in them a dynamic attitude, optimism and the desire to do things."

In Frank's work, he is applying his training to examine the changing nature of his country, by writing about structural and political conflict and industrial development, and linking this with what he both learned and saw in the United States. He emphasized that it is the knowledge and training present in the United States that leads to "new ideas, new expectations, and opens doors." The most important things he learned from his training experience was the concept of professional ethics in journalism, how to be objective in reporting, and to be able to focus on "what is the work of a journalist in an environment like ours, in a country that is in the process of development, what are the fundamentals (that must be worked on), and how information can be oriented to point out the objectives (of development)."

One of Frank's immediate development projects is to form an association of journalists dedicated to regional development projects. However, he feels constrained by the lack of an organization of returnee journalists and a lack of a common commitment to put ideas into action among the returnees in his group. There were also problems in training. He felt participants in his group were so diverse in their points of view that this interfered with the achievement of training objectives. Others, Frank claims, were not serious about their training but "had the viewpoint that the program was like a kind of vacation, like an excursion in another country."

Despite any problems Frank experienced in the composition of his training group, he valued the experience not only for exposing him to new ideas and ways of thinking, but in giving him a renewed appreciation of things Bolivian:

"My training has reaffirmed my point of view and thinking of our culture in which we are rich in many aspects...our music, our traditions, our possibilities for development...in North American Society everyone is always fighting to survive, but here we have a certain margin to contribute to community activities, to do special things that promote the formation of our students, to create a new system of education—these things we can accomplish better if we channel them through journalistic sources and the mass media."

(51.6% women, 63.2% men) in non-governmental elections (see Table 4.6). Other activities include participation in non-governmental campaigns (29.0% women, 39.5% men), and participation in governmental campaigns (16.1% women, 7.9% men). Seven percent of women and 5 percent of men participated as candidates in governmental elections. Over 32 percent of women and 28.9 percent of men participated as candidates in non-governmental campaigns.

Table 4.6 Trainees Characterize Political Participation (Percentages)

| | Women (n =31) | Men (n =38) | Overall (n=69) |
|----------------------------------|------------------|----------------|-------------------|
| Votes in gov. elections | 96.8 | 92.1 | 94.2 |
| Votes in non-gov. elections | 51.6 | 63.2 | 58.0 |
| Takes part in gov. campaigns | 16.1 | 7.9 | 11.6 |
| Takes part in non-gov. campaigns | 29.0 | 39.5 | 34.8 |
| Candidate in gov. elections | 6.5 | 5.3 | 5.8 |
| Candidate in non-gov. elections | 32.3 | 28.9 | 30.4 |

Source: BPSP 1995 Returnee Survey

"Something that seems very important to me that we saw in one of our (training) trips was popular (community) participation.... We visited a place that was very contaminated and all of the people (neighbors) in that community had united to stop the contamination, to initiate pollution controls (quotas), and to do everything necessary to find a solution to the problem. Here we are not accustomed to directly challenging the authorities to do something."

Source: Focus Group—Cochabamba

The volunteer activities of returnees remain fairly constant before and after training (see Table 4.7). The percentages represented in the above table must be understood as representing the mix of activities the returnees are engaged in. Thus, the 20 percent that are involved in labor syndicates may also be part of the 17 percent of returnees that engage in health activities.

The only significant decline after training is in religious activities, which drop from 14 to 7

Voluntary Activities

- ▶ *Trainees report being as active in voluntary activities after training as before.*

Prior to training, 56 percent of women and 81 percent of men participated in volunteer community activities. After training, this remained the same. This compares favorably with other short-term training populations, which note a drop in voluntary activities associated with training. In other training programs, a significant populational elevation of job status and income, along with increased job responsibilities, made it more difficult for returnees to continue their voluntary activities (Aguirre 1994).

Table 4.7 Primary Volunteer Activities of BPSP Trainees (Percents)

| | Before | After |
|---------------------------|--------|-------|
| Educational Projects | 29.0 | 30.0 |
| Civic or Union Activities | 14.0 | 14.0 |
| Charity | 20.0 | 16.0 |
| Cultural | 36.0 | 34.0 |
| Community Improvement | 20.0 | 26.0 |
| Agricultural | 16.0 | 18.0 |
| Health Care Activities | 17.0 | 18.0 |
| Religious | 14.0 | 7.0 |
| Labor Syndicates | 20.0 | 18.0 |
| Other | 20.0 | 22.0 |

Source: BPSP 1995 Returnee Survey
n= 76 Trainees could list up to three areas

percent. Those activities marked "other" are, according to key informants, mostly associated with occupational outreach activities and individual work projects. The projects may result in "community development," but are primarily thought of as work related (i.e., non-voluntary).

- ▶ *Institutional-level effects are something that take time to develop, and are conditioned by the maturity of returnees in their specific occupational roles.*

The ability of returnees to have institutional-level impacts beyond their immediate occupational roles is partly determined by the time they have spent back in-country. Since most returnees have not been back more than several years, the institutional level impacts they are having are fairly new, or in the process of being developed. This does not mean they cannot be profound. Many returnees apply their training early after their return, when their motivation is at its highest level and their work environment and

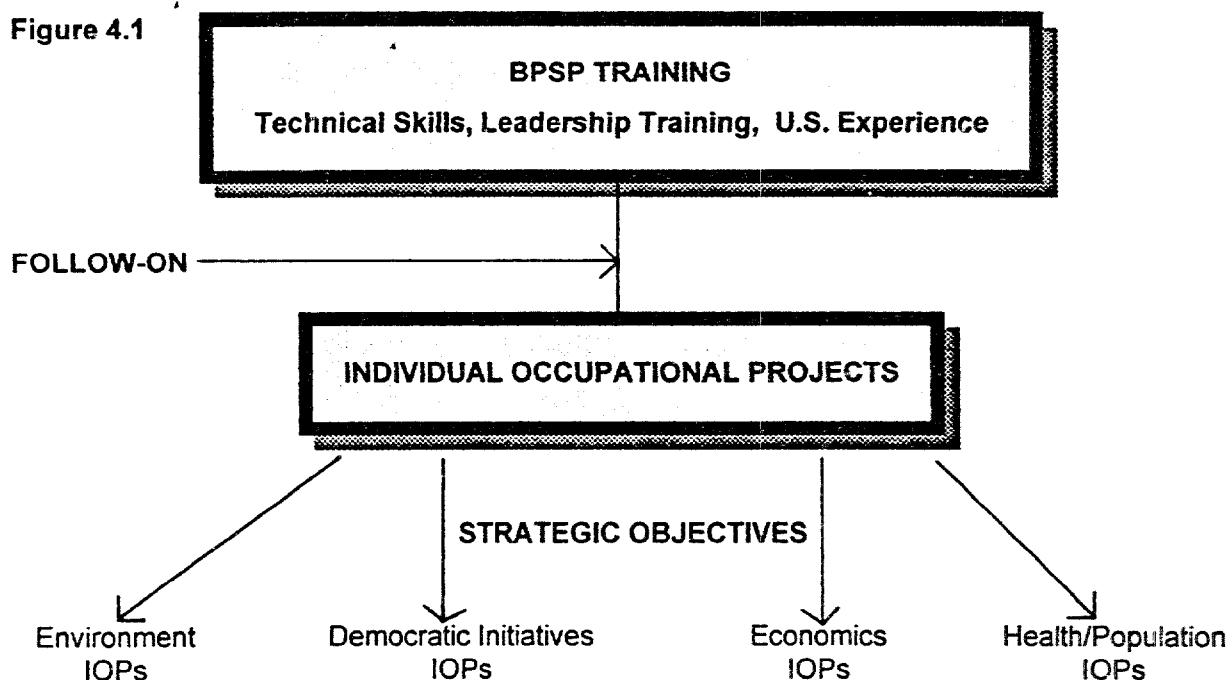
supervisors may be the most receptive to their new ideas and the application of their skills to effect change.

The Individual Occupational Project (IOP)

However, some exceptions to institutional level impacts are already apparent among BPSR returnees. These impacts are evident as Individual Occupational Projects in such fields as environmental education, hospital administration, and agricultural activities. The opportunity for impact is certainly much greater where one's skills represent something unique and highly valued.

An important sustainable effect that arises out of action plans and training in general are *Individual Occupational Projects* (IOPs). An *Individual Occupational Project* is defined as a specific activity that is linked to training and results in a positive development impact (see Figure 4.1). The motivation to conduct IOPs arises from the

Figure 4.1



The relationship between Strategic Objectives and IOPs. Returnees conducting IOPs can be linked to planned or ongoing Strategic Objective projects, and also serve as a human resource base for sustainable in-country support of Mission projects. Properly designed IOPs support and extend ongoing Mission objectives.

U.S. experience such as the Action Plans, leadership training, hands-on practical experience, and visits to work-related community sites or with appropriate professionals. IOPs are distinguished from Action Plans in that they represent a sustained activity that is focused more on the actual occupational roles of returnees, and less on some brief activity that is planned when in training but may or may not be carried out upon return. Examples of Action Plans have been given in Chapter 2 under Follow-On.

Action Plans can be an impetus for engaging in Individual Occupational Projects (IOPs) that are sustained well beyond the end of the original activity. However, comprehensive follow-on that tracks the successful activities of returnees is not in place.

IOPs are derived from the individuals, but have the potential to create institutional-level changes that may overlap with and/or support the ongoing institutional-level projects developed under Mission Strategic Objectives (see Box 4.6).

Specific examples of IOPs are as follow:

- ▶ *"Frank" is an engineer who received training in environmental planning. Frank is using his training in a collaborative effort with two foreign engineers to assess the environmental risks associated with industrial petroleum sites throughout the country. His work on this project will help insure the safety and environmental security of these*

An Individual Occupational Project is defined as a specific work-related activity that is linked to training and results in a positive development impact.

sites, and will reduce the risk of environmental contamination from oil spill accidents.

- ▶ *"Susy" is a teacher who is conducting environmental awareness classes for her students. She has them actively participating in Arbor Day and has taken the unusual step of visiting the parents of her students in their homes and getting them involved in conservation activities.*
- ▶ *"Juan" is another teacher who has initiated a project with FONAMA (Fondo Nacional de Media Ambiente) which will ultimately provide environmental education to some 21,000 students in and around the city of La Paz. The educational program is based around general environmental themes such as renewable energy sources and reforestation.*
- ▶ *"Theresa" is a nurse working in a children's hospital. She has taken the initiative in planning and promoting a community-wide vaccination program with the help of hospital administrators. Hundreds of children in the local community have been vaccinated because of her efforts, including many children in hard to reach populations (ethnic minorities) that are at risk of being passed by in national-level vaccination efforts.*

Box 4.6 Reflections of a BPSP Returnee: Individual Occupational Project Development

"Training is just as important as infrastructure. There are many people who don't have the economic resources—thus they are limited by this factor. They say: 'I can't do it because I don't have the money.' Besides, they earn to eat daily, but if you give them help, not a grand amount, but a little bit of help, they can support their work with materials and can create possibilities to develop. On the other hand, technical support is very important if they have to care for a kind of animal and need to know the type of food that they have to give it. There are [animal] illnesses to control, and this requires technical skills."

Each of these individuals, and many other returnees, have taken leadership roles in their fields, and credit their efforts to the training received as BPSP scholars.

Leaders are the key to multiplying the impacts of training. Overseas leadership training is the most effective way to create leaders. As many of the BPSP returnees noted, their overseas experience changed their world view and gave them the motivation and self-confidence to undertake IOPs and apply their training to the task of developing Bolivia. Their efforts are having a direct impact in areas that the Mission sees as important, and that the returnees themselves recognize as significant. When asked the question, what do you think would be most effective as a development activity, training or infrastructure development projects, some 20 participants in two different regional focus groups unanimously picked *training over infrastructure*. One focus group participant explained it this way:

"There is the old proverb that says if you give some fish to a starving person he can eat for three days, but if you teach him to fish, he can feed himself for a lifetime. This is true for us as well. If you teach us, if you demonstrate things to use, if you let us compare, I think we have the capacity to assimilate much and pass on the benefits of what we have learned and the experiences we have had to all the people of Bolivia. This would happen with any person who had such a training experience. If the United States is a grand country, it is because it has received the experiences of many other countries and peoples, and that it gives back of that knowledge and experience to the rest of the world." Source: Focus Group—Santa Cruz

A Specific Measure of Institutional Impacts—The Training Impact Assessment Scale

Changing the world view of returnees is necessary in order for them to be effective in their roles as leaders. The experiences and perceptions of training expressed by returnees

provide a measure of how they place themselves in the context of change and training-induced development.

The Training Impact Assessment Scale (TIAS) was utilized to address issues of training-induced development and the impacts of training on social institutions.

Measuring the impact of training beyond the level of the individual is difficult. This is made more difficult when a project is not designed around specific institutional development goals, as in the case of the BPSP Project. One measure to determine such impact is the Training Impact Assessment Scale (TIAS). This measure uses the returnee as a reference point. It elicits responses on the degree of impact on various institutions as the result of training, with the number "1" being the most negative response and "7" the most positive, and with "4" being neutral. It is an indirect measure and focuses on comparative numerical responses using the individual, family, place of work, associations, community, and society.

Table 4.8 shows the TIAS values for returnees. It is predicated that the level of impact will be greatest at the personal level, and decrease outward in the various social institutions. Shown are average responses for women and men returnees and percentages on summed neutral-negative responses.

- *The highest overall scores for the scale are at the level of person, followed by family.*

This is consistent with the other indicators, which demonstrate a high level of impact at the individual and family level from training. This strengthens the proposition that returnees are acting as "change agents" at this level. This is supported by the other measures and qualitative data collected from the survey.

- *TIAS scores also indicate significant impacts in the workplace from training.*

Table 4.8 Training Impact Assessment Scale (Percentages)

| | Women (n = 32) | Men (n = 44) | Overall (n = 76) | %Overall Neutral/Negative |
|--------------------|-------------------|-----------------|---------------------|------------------------------|
| Person | 6.3 | 6.1 | 6.2 | 7 |
| Family | 5.8 | 5.9 | 5.8 | 10 |
| Place of Work | 5.8 | 5.8 | 5.8 | 15 |
| Community | 4.6 | 5.0 | 4.9 | 40 |
| Alumni Association | 5.1 | 5.1 | 5.1 | 43 |
| City/Town | 5.2 | 5.3 | 5.2 | 34 |
| Society | 4.9 | 5.2 | 5.0 | 29 |

Source: 1995 BPSP Survey

Responses from the employer questionnaire and from the LDS scale add validity to the TIAS value for workplace impacts among returnees. The lowest scores are for impacts at the community level. As indicated, the development of projects and implementation of training at this level takes longer to develop. It is predicated that these mid-term values would rise for any final evaluation of training carried out towards the end of the project. The lower values for women can be partly accounted for by the response that they received less training than men in the implementation of projects (see Table 4.9).

Returnees were asked: "Has your training contributed to your participation in the following activities (yes/no)?"

There are two significant differences that are gender based. They are in project implementation (37% women versus 73% men) and technical project assistance (17% women and 37% men). This implies that women were given information on the planning of projects in their training, but that in comparison to men, they felt they were given significantly less training in project implementation and appropriate technical assistance. This apparent bias could contribute to the expressed need by some women informants that they needed further instruction in project design and implementation:

"We have the knowledge in our training areas, but are not sure how to put the training into practice. I could use some further instruction in this, like in seminars. That way I could better apply what I have already learned."

Table 4.9 Training for Development (Percentage Responding "Yes")

| Area | Women | Men | Overall |
|--|-------|------|---------|
| Project Planning | 70.0 | 77.5 | 74.3 |
| Project Implementation | 36.7 | 72.5 | 57.1 |
| Training others | 53.3 | 55.0 | 54.3 |
| Technical Project Assistance | 16.7 | 37.5 | 28.6 |
| Communicating training by media | 26.7 | 20.0 | 22.9 |
| Imparting training through seminars or classes | 46.7 | 64.1 | 56.5 |

Source: BPSP 1995 Returnees Survey

(N = 76)

Limitations to project development activities are also consistent with restrictions arising from the occupational demands placed on returnees, and the lack of resources noted in some cases for them to develop projects. However, this "mid positive" TIAS average is an indication that, when possible, returnees are engaging in meaningful com-

munity development activities. This is consistent with the statements made by returnees regarding leadership in the community and reported community activities gathered from key informants.

- ▶ *TLAS scores indicate that the lowest summed neutral/negative percentages are registered for the alumni association.*

This is consistent with the lack of communication and problems with participation arising from the logistic problems and lack of commitment to the alumni association. In other studies, successful alumni associations are those where returnees are uniformly young, have had long-term training, and are not as mature in their occupational roles compared to BPSP returnees. Alumni associations are built on cooperative social networks that take time to develop. Differences noted in the ages and interests of returnees, as well as the difficulty of travel for those in the most rural provinces can also make participation in alumni association activities problematic. The difficulties in communicating with individuals in the provinces also add to the weakness of the association. The coordinator claims that low participation is due to lack of interest on the part of the returnees, but these other logistical and historical factors are certainly equally important.

In summary, training impacts are believed by returnees to be beneficial at all levels of the concentric circle model. The lowest level of impact is for the alumni association, and the highest for impacts on the individual. Moderate impacts are suggested for community/town/ society levels of the model, with these impacts predicted to increase over time as returnees enact IOPs and serve as "change agents" and leaders at the community level and beyond.

The Alumni Association

Other follow-on activities have focused around the alumni associations, including the main association and regional working groups. The

association sponsors regular meetings, leadership seminars, and other regional activities. However, the viability of the organization has been put into question by the lack of sustained participation and the inability to get beyond a code of operation (constitution). The latter involved many weeks of discussion, which was never finished, and led to no constructive action by the association.

The training office has encouraged members of the association to attend meetings and seminars, but the communication has been poor, and has been hindered by the inability to keep track of returnees once they move or change jobs. Regional alumni groups, such as one in Cochabamba, have complained about a lack of activities and good organization. The training officer has noted that there are many logistical problems getting alumni together. The great distances that some must travel, and the lack of seasonally reliable roads makes travel difficult at times. A lack of enthusiasm, time demands of work, and the diversity and age (heterogeneity) of some training groups has also hindered the development of a successful alumni organization.

SUMMARY

The overall success of BPSP training is high. Despite limited resources for follow-on and weak participation in alumni associations, most returnees are successfully applying their training in various work and development contexts. They are pursuing project development and influencing others in their roles as leaders and "change agents." Most importantly, their efforts to enact IOPs and apply training in other ways are resulting in important impacts that support newly established Strategic Objectives of the USAID Mission in Bolivia. A strategy to further improve the articulation between training, IOP development, and Strategic Objectives is discussed further in Chapter Five: Conclusions and Recommendations.

CHAPTER FIVE:

Findings, Conclusions, And Recommendations

This midterm evaluation of the BPSP program has demonstrated that training is meeting its primary objectives, and that returnees have been successful in applying their training in their various occupational fields. As a midterm evaluation, it is not expected that the application of training by returnees will have reached its full potential.

IMPLEMENTATION

Findings

- ▶ The funding levels across the training areas are consistent with the established Strategic Objectives, such that present BPSP training supports the four major areas of concentration (Democratic Initiatives, Environmental Studies, Population and Health, and Economic Development).
- ▶ Specific findings on the cost-effectiveness of project funding cannot be made with the data collected from this mid-term evaluation. However, the success of individuals as change agents and training multipliers is a good indication that training is a cost-effective means of achieving development objectives.
- ▶ The recruitment of women for training is meeting the established goal of 40 percent representation in the training population.
- ▶ The selection process has resulted in a lack of homogeneity in training groups in some cases, which has interfered with the effectiveness of U.S. training.
- ▶ Rural departments are presently under-represented in the returnee pool. This may already be adjusted for ongoing and future Trainee populations.
- ▶ Inclusion in predeparture orientation of Trainers from participating U.S. institutions is an effective way to decrease culture shock and increase the understanding of what Trainees can expect from the training program.
- ▶ Closing of the BPSP contractor office in La Paz will effectively consolidate all in-country implementation activities.
- ▶ Selection shows a gender bias in certain training areas, including environmental planning (11 men, 4 women), journalism (14 men, 7 women), agriculture (20 men, 4 women) and labor syndicates (18 men, 3 women). These biases partly reflect the gender bias already present in the occupational areas, and thus would be expected to lower the number of qualified women candidates.
- ▶ There was a lack of updated information on the whereabouts of returnees, which makes locating them for follow-on purposes difficult.

Conclusions

- ▶ Overall, implementation procedures as presently designed are effective in providing a pool of suitable candidates for BPSP training.
- ▶ Present distribution of funding resources is consistent with the goal of fitting BPSP training activities with the other Technical Offices of the Mission and is consistent with the Mission mandate to focus on development activities based on designed Strategic Objectives.
- ▶ The present system to maintain the current addresses of returnees is inadequate for the Mission's needs and makes it difficult to

maintain a vigorous follow-on program. Such information is crucial to support the continuation of training activities either as separate projects or as a technical support activity of specific Mission projects.

- ▶ Returnees are actively participating in follow-on activities, but lack sufficient direction in the design and implementation of follow-on projects that can be sustained as Individual Occupational Projects.

Recommendations

- ▶ *A better effort should be made to keep track of present and future BPSP participants. This could include having them fill out both a permanent (family) address and a present address card when they return from training.*
- ▶ *It is important to document and keep track of the activities of returnees. It is suggested that they be asked to fill out a short (one page) "accomplishment report" of the activities they are engaged in on a bi-annual basis. This could include a short paragraph on how they are applying their training in areas that support identified Strategic Objectives.*
- ▶ *Greater attention should be paid to insure group homogeneity in the selection process in order to avoid group conflict and uneven occupational preparation in relation to training curricula.*
- ▶ *It is recommended that an effort be made to increase the number, where feasible, of women candidates trained in areas that are traditionally dominated by men.*
- ▶ *The consolidation of in-country training activities by the Mission was a practical solution to streamline in-country administration. However, it is recommended that an open mind be kept on the design of future training programs to include an in-country contractor presence, for the present strategy can have the effect of increasing the work responsibility of the training staff at a time when resources are limited.*
- ▶ *Greater employer involvement in setting training objectives and in post-training support can be accomplished through the requirement of Trainee Action Plans formulated prior to departure and with employer participation. Such plans allow Trainees to project their application of the training and encourage greater specificity of intended impacts.*
- ▶ *Participation of U.S. Trainers in in-country predeparture activities should be continued, and the practice highlighted as an outstanding feature of predeparture orientation strategy.*
- ▶ *The present activities of follow-on should be maintained and bolstered by the use of seminars in the design and implementation of follow-on activities upon return and while training, and in the conversion of follow-on into sustainable projects in places of work and communities.*
- ▶ *The support of Strategic Objectives through design and funding of training should be incorporated into internal focus papers whose audience are other department directors and project managers at USAID/Bolivia.*

U.S. TRAINING

Findings

- ▶ Overall, returnees are very satisfied with the U.S. training experience, including the level of training, the preparation of trainers, the applicability of training to Bolivia, and the opportunity to engage in hands-on training applications.
- ▶ Although technical training was outstanding for both men and women, there were significant differences in two important areas.

Women reported being significantly less prepared in (1) technical project implementation and (2) related technical support.

- ▶ Leadership training activities were noted to be very valuable to returnees, although some expressed the desire to have more formal leadership training linked specifically to project development.
- ▶ The Experience America component of training was cited as critical to the development of the motivation to act as "change agents." This was linked most directly to the development of a U.S. type work ethic that emphasized responsibility, punctuality, innovation, knowledge sharing, and risk taking.
- ▶ U.S. training motivated individuals to become more involved in political processes upon their return. Returnees were impressed with the participatory attitude they found and the ability of citizens and communities to both communicate with and challenge government.
- ▶ The inclusion of Action Plan development in training provided a focus to the planned application of training skills for returnees.

Conclusions

- ▶ U.S. training enhanced the community status of participants by their utilization of training and participatory methods in their professional/technical activities.
- ▶ Training in most cases is providing returnees with the necessary capacity and motivation to act as "change agents."
- ▶ The further development of the Action Plans, formulated prior to departure, is a very useful component of the U.S. training experience.
- ▶ U.S. training increased the understanding by returnees of U.S. institutions, people and lifestyles, and resulted for some in the estab-

lishment of ties with U.S. counterparts in their specialities.

- ▶ Training succeeded in providing returnees with technical and leadership skills that were applicable to conditions found in Bolivia.
- ▶ The overall preparation of returnees was outstanding, with the exception of the group that trained at the University of California at Chico. In this instance, the curriculum did not meet the expectations of the participants in that it was too elementary for their level of preparation. This was an example of miscommunication that has been well documented and taken into account under present training activities of the contractor and Mission.

Recommendations

- ▶ *It is recommended that there be special attention given to any gender inequities revealed in project implementation and technical support training in participating U.S. institutions. This noted problem should be communicated to the training staff at each institution, and suggestions made to insure it is corrected where it exists and avoided where it doesn't.*
 - ▶ *The leadership component of training can be strengthened across the training institutions. It could also be better tailored to facilitate the implementation of the specific training received, particularly for project development.*
 - ▶ *It is recommended that training in Action Plan design and implementation be continued and strengthened, and that particular attention be given to fitting Action Plans into Strategic Objective areas.*
 - ▶ *In order to achieve the above recommendation, it is suggested that the Training Office of the Mission, through the contractor, provide U.S. trainers comprehensive and*
-

regularly updated information on the scope and topics of Strategic Objectives. This will allow them to maximize the fit between Action Plan development by Trainees and Mission Strategic Objectives.

TRAINING APPLICATIONS AND DEVELOPMENT IMPACTS

Findings

- ▶ Training is being applied at a high rate in the workplace. Some 83.3 percent of women and 78.9 percent of men report having applied "some" to "a great deal" of their training in the workplace.
 - ▶ BPSP returnees, as a population, fit the criteria of leadership established in the selection process. This is demonstrated by strong leadership activities upon their return, and by high scores on the Leadership Development Scale.
 - ▶ The impact of training on income, promotions, and increased work responsibility is slight to moderate. More increases in these areas are predicted as returnees apply their training over time and are able to effect development impacts in their jobs.
 - ▶ In cases where returnees have been able to apply their training, there have been substantive impacts in the workplace and community. These impacts can be expected to increase through time as the training returnees receive is multiplied and results in innovations in the workplace.
 - ▶ Just as many returnees are participating in voluntary community activities after training as before. However, the diversity of activities participated in has increased. For example, activities include environmental outreach programs, labor syndicate promotion, and health outreach programs such as
- AIDS prevention seminars and inoculation drives.
 - ▶ Returnees indicated a lack of unity across regions and between returnees, which sometimes leads to an inability to cooperate jointly on projects
 - ▶ The present activities of the alumni association are haphazard and fragmented, and there doesn't appear to be the motivation or logistic ability to cooperate across regions. This is partly due to the difficulties of travel in Bolivia, as well as differences in priorities and areas of interest in returnees between regions.
 - ▶ Returnees are effectively multiplying their training and acting as development leaders by:
 - (1) sharing training with colleagues;
 - (2) designing new school curricula to incorporate environmental science education;
 - (3) implementing environmental outreach projects that reach both students and their families;
 - (4) changing business protocol in hospitals and newspapers to put an emphasis on punctuality, organization, and productivity.
 - ▶ Individuals are motivated by follow-on and Action Plans to initiate specific projects upon their return. The success of returnees in initiating specific projects is limited by several factors, including: (1) inadequate training in the preparation and implementation of projects, (2) lack of resources or personal support from supervisors in carrying out such plans, and (3) lack of direction in the implementation of such plans upon return.
 - ▶ Returnees note a changed world view attributable to training. Aspect of training which lead to this included institutional

organization, a “can do” attitude, willingness to take risks and be innovative, willingness to act as leaders and change agents by promoting new ideas, and effecting change through communication with government officials.

- ▶ The combination of specific technical skills, leadership training, and the U.S. experience combines to motivate returnees to carry out individual occupational projects which sustain development impacts beyond any initial follow-on activities.
- ▶ Leadership training has reportedly increased leadership capabilities in several ways. These include improved leadership capacity (79.5%), improved effectiveness as leaders in the workplace and community (79.5%), and continued community activity (69.4%).
- ▶ Fundamental changes in returnee families that are attributed to training include improved family communications, assumption of leadership roles in the family, providing economic support to the family, and serving as examples to family members, particularly children.

Conclusions

- ▶ Training has resulted in a change in world view for returnees that has increased their effectiveness as leaders and led to positive personal changes including an increased sense of confidence, willingness to take risks, increased innovativeness, improved public speaking skills, increased independence, and a more active role in development activities.
- ▶ Returnees are highly motivated to apply their training. The Experience America and leadership training components are specifically mentioned by returnees as important sources of motivation for development.
- ▶ Follow-on activities have been successful in motivating returnees to apply training in the

workplace and carry out specific Action Plans designed during U.S. training.

- ▶ Returnees have maintained a high degree of participation in community development activities and voluntary organizations since training; this has resulted in development impacts at the community and institutional levels.
- ▶ Returnees are acting as leaders and “change agents” in their families, place of work, and communities. These actions are directly correlated with training received under BPSP, and indicate that most returnees have maintained a high level of motivation to implement their training since their return from the United States.
- ▶ Trainees have successfully multiplied their training by passing on skills to others in the workplace and community.
- ▶ Under the present project model, linkages to Strategic Objectives have been established in the case of each training group.

Recommendations

- ▶ *Redesign training programs to refine the specificity of links between Strategic Objectives and training. This can be done through the development of Individual Occupational Project initiatives, technical capacity integration with other departments, and returnee internships as outlined in this chapter.*
- ▶ *Use the recommended “accomplishment report” in the generation of internal newsletters or focus papers that are shared with Technical Offices and project managers. The goal is to educate Mission staff on the development activities of returnees and demonstrate how their application of BPSP training supports Strategic Objectives. Further, the reports highlight how BPSP returnees represent a potential resource for project managers under the proposed*

internship and IOP development scenarios outlined in this chapter.

- ▶ *Recruit Trainees in different regions as "goodwill ambassadors" to promote a sense of national unity and to strengthen social and economic relations among BPSP returnees and across regions.*
- ▶ *Re-engineer follow-on so that it focuses on group activities using the following guidelines:*
 - *activities to be conducted in a specific place;*
 - *with specific projects; and*
 - *in a coordinated effort.*
- ▶ *Channel returning Trainees into the ongoing activities of already returned alumni.*
- ▶ *Involve supervisors and employers in establishing the purpose and objective of training before, during, and after training. This ensures that the Trainee will not return to a situation where no one is aware of the training program. A compact with the supervisor over the value of training and the Action Plan described above will be useful in improving the accountability of training vis-a-vis workplace impact.*

TRAINING LINKS AND STRATEGIC OBJECTIVES

The future of training in the USAID Mission is tied to integrating training with Strategic Objectives. It is probable that BPSP and similar stand-alone training programs will only be continued in the future when they are designed so as to show direct links to Missions' strategic plans. For this reason, it is recommended that the remaining time left in the BPSP project be used partly as an experiment in training redesign.

Possible strategies for creating a closer link between training, follow-on activities, and Strate-

gic Objectives include three larger recommendations:

- ▶ *Communication of the Training Office Function as Technical Training Support for Specific Projects of Other Departments;*
- ▶ *Promotion and Development of Individual Occupational Projects; and*
- ▶ *Promotion and Development of BPSP Returnee Internships.*

These recommendations are made with the understanding that they may not be applicable to all BPSP returnees, or all components of the training office. *They are only recommendations, and may be used in any combination that seems appropriate to the Mission training office. It may be that elements of them are unworkable under the present economic and administrative structure and priorities of the Mission.* They can be reworked or discarded, but are offered here as thinking on how positive changes in training strategy can lead to closer cooperation between the training office and other departments of the USAID/Bolivia Mission.

Technical Training Support

The training office has a great deal of expertise in the technical aspects of training. As stand-alone training programs are cut back or eliminated, the training office could reinvent itself by providing its' expertise as a technical support resource for the other departments of the Mission.

Within every project, there is often some training component that is needed. The training office could help in the design and implementation of training, and use its expertise to improve the outcomes of training. Resources, such as established contacts with BPSP training institutions, could provide potential trainers, as well as topic specific training designs which could be integrated into any in-country Mission projects.

It is difficult to be more specific on this point. An important aspect of this process is for the training office to clearly communicate with other departments and establish the following:

- ▶ available training skills they can provide;
- ▶ ties to other training projects, completed or in progress, that could be explored;
- ▶ ties to in-country institutions that are in the same area of development targeted by the Mission projects and *their* in-country partners; and
- ▶ clear and well-documented communication of the advantages of using already trained Bolivians (e.g., TFD; BPSP returnees), and the promotion of their use in project implementation.

The following two sections on IOPs and internships are built upon the last recommendation given above.

Individual Occupational Projects

The following recommendations outline a strategy for linking IOPs with established Strategic Objectives.

- ▶ *By survey of known returnees, identify those who are engaged in IOPs.*
- ▶ *Match identified returnees/IOPs with specific Strategic Objective areas. IOPS should be described and categorized, with the goal being to provide the various departments of the Mission with information on areas of overlap and to identify the available human resource base represented by BPSP returnees.*
- ▶ *Integrate the IOPs of returnees into Strategic Objectives, such that they can function as extensions of SO activities. This will serve to (1) demonstrate the link between training and SOs and (2) provide a means to creatively expand and improve SO design and implementation at a minimal cost with individuals*

who have the motivation and leadership capacity to support the goals of specific projects. They can be integrated into projects further by being utilized as project assistants, and by their providing local feedback into the efficacy and design of such projects. Determining factors in this would be the geographic area and field of training of returnees in relation to the target area and topic of specific SO projects.

- ▶ *Create an IOP fund to promote exceptional projects. Applications would be competitive, and awards and projects could be highlighted in the Alumni bulletin and for the following audiences:*
 - *the Mission Directorate,*
 - *the LAC Bureau in Washington, and*
 - *all past and present Trainees.*
- ▶ *Provide follow-on seminars in the design and implementation of IOPs. This will assist those who have the motivation to do IOPs but need some direction in how to implement their ideas.*
- ▶ *As a supplement to, or a part of, the typical alumni association, it may be feasible to form training-specific project associations. Such associations can act as support groups for the design and implementation of projects. This form of support could give an advantage for those competing for the IOP awards described above.*
- ▶ *Continue as feasible any follow-on activities that are presently practiced, and strengthen these activities with actions that focus on the development of IOPs.*

INTERNSHIPS

Modifications in the present design of BPSP should be based on the concepts and specific actions of follow-on training that have been explored by the training office. Past efforts in

follow-on training including the implementation of individuals Trainee action plans can be made the core of modification in design. The new training design outlined here is based on using what is already built into the program. Changes are achieved by expansion and modification of existing elements, and by the creation of new elements.

A suggested redesign is as follows:

- *It is suggested that BPSP and other appropriate returnees be offered as interns to aid in the design and implementation of objective-specific projects.*

The training office is limited in its personnel and resources. However, by instituting an internship program, it can increase training effectiveness as well as help stabilize the future of training as a Mission activity while supporting Mission Strategic Objectives. Interns should be provided as a service to program officers, who are allowed to use their expertise in the support of the project objectives. Individuals who could serve in this regard could be returning BPSP Trainees. In fact, one way to directly modify the program might be to *included a project service component with the Mission as a follow-on training component.*

This would accomplish several objectives:

- (1) *it would increase the appreciation and understanding of the training component by Mission departments other than training;*
- (2) *it would increase returnees' understanding of the role of USAID in general and Mission Strategic objectives in particular, allowing them to better support such objectives in their implementation of training in communities and places of work;*
- (3) *it would increase the resources available for project development at minimal cost to the Mission; in fact, it should increase cost-effectiveness of project implementation;*

(4) *it would serve as a form of follow-on training that could further enhance the leadership and technical skills of returnees; and*

(5) *once, completed, it could provide a potential pool of in-country project development advisors who could be used as a resource for future project development by local communities and voluntary or occupational institutions.*

For this program to work, the internship activities of BPSP returnees would have to be such that they would be able to apply their technical skills in some way. The activity would further serve to increase their project implementation skills and leadership capacity. Interns should not be considered simply a source of free labor for the Mission (i.e., utilized in manners that are inappropriate to their training and professional experience).

- *This program would require the support of the employers of returnees. It should be communicated in such a way that it is understood to be a critical component to the overall training process.*

It could be supported in some measure by employers providing returnees their regular salaries (or portions of these) for the duration of the internship as an in-kind contribution to the training program. Further, it should be portrayed as a benefit to employers in the long-run since it will further enhance their employees ability to productively utilize training on the job.

The length of such internships should not exceed the length of a typical U.S. short-term training activity. It may be viewed by returnees as a means to reciprocate to the Mission and their country what they have received in U.S. training. It should be kept relatively short, for too prolonged an internship would be a burden on returnees, their families and their employers.

For Mission projects that require a concerted assistance from interns, it could be feasible to use

several interns in a consecutive manner so as to maintain the level of intern support required to see a project to completion.

- *In order to cut down on logistic problems, the activities of returnees would be site-specific. In other words, they would carry out their internship activities at project sites that were within commuting reach of their place of residence.*

Resources are not available in the present training budget to house interns away from their home sites. It could be that in some cases, returnees may spend time assisting in project planning or other appropriate activities at the Mission. However, this would be restricted to some small number of returnees who are in proximity to La Paz. Such an activity could not serve for all returnees in La Paz, for it could interfere with regular Mission activities. Also, the training office does not have the personnel to supervise more than a few interns at a time.

Preparation of returnees for internships could occur in two manners: (1) on-site with the project personnel, or (2) as part of a follow-on debriefing to occur at the Mission immediately after the Trainees return to Bolivia.

Mission-wide cooperation for an internship program may be difficult to achieve in the present resource-limited climate. Also, there is some question in certain departments and from the Mission administration that training as it now exists has little to contribute to the achievement of specific projects linked to Mission Strategic Objectives.

- *An internship plan that links the training office with all the other departments of the Mission would require cooperation and sustained collaboration on the part of all key personnel.*

There already exists a protocol to consult with project officers about their training needs. Training needs have also been identified by

consultation with supporting institutions from which Trainees are selected. Thus, there is a match not only with locally identified country development needs but with Mission Strategic Objectives as well. For example, present training in environmental fields complements the new emphasis on *environment* as a Strategic Objective. The preparation of environmental training activities under BPSP was carried out with the cooperation and support of the Environmental Department.

Training administrators have demonstrated that BPSP training resources are expended in areas that are supportive of established area expenditures. This should facilitate the linking of training with specific Mission projects in other departments.

- *Review of all planned and ongoing Mission projects by the training division can allow for specific identification where training can improve and/or sustain such projects.*

The goal is to provide a means of increasing the multiapplicability of projects through information transfer (project-specific training) for in-country participants. This will allow them to conduct such projects on their own, with the leadership of the various divisions of the Mission. Thus, projects serve not only as development activities in themselves, but as training events to encourage similar activities among Mission-trained Bolivians.

The advantages of an internship program must be demonstrated and highlighted by the training office. Besides those already mentioned, further Mission-wide benefits are:

- (1) *the creation of such a internship program will also, by necessity, improve the fit between training, Strategic Objectives, and specific Mission projects;*
- (2) *it should facilitate greater communication and mutual support between the training*

*department and other Mission departments;
and*

- (3) *it will allow for the realization of training as a Mission technical and project support capacity rather than a stand alone activity.*

It is suggested that the internship program be introduced as short focus paper documents that are clear and simple, and that highlight both the advantages and the need for training as a Mission capacity. These documents could be general enough to be distributed to decision makers at various levels. The potential impact of such a program could be communicated through the use of success stories on returnees, specifically their capacity to implement specific action plans as well as ongoing IOPs.

USAID Missions that maintain the greatest flexibility, and are able to be innovative with their use of funds, are more likely to be successful in the future. Elimination of training will have both an immediate and long-term effect by limiting the flexibility of the Mission to creatively respond to changing country development needs and Mission Strategic Objectives.

It is reasonable to assume that this program would *not* provide internships to most returnees. In these cases, returnees should be encouraged to carry out their Action Plans as designed in the U.S. In fact, the follow-on debriefings could be used to support Action Plans as well as help prepare returnees for internships. Returnees have carried out Action Plans designed during their U.S. training experience, and have also followed through with training by carrying out IOPs as a sustainable application of their training.

APPENDIX A:
Scope of Work

SCOPE OF WORK**ATTACHMENT A****SCOPE OF WORK****MID-TERM EVALUATION-BOLIVIAN PEACE SCHOLARSHIP PROGRAM****BACKGROUND**

The Bolivian Peace Scholarship Program (CLASP II), started its training activities in April 1993. Since that date, six short term and one long-term training courses have been implemented, with a total of 170 participants trained or in training under this program.

As of mid-December, 1994, the program will have completed the training of 185 participants, which represents 62 percent of the total 300 participants targeted through the life of the project. The BPSP's PACD is June 30, 1997.

The goal of the Bolivian Peace Scholarship project is to contribute to the development of effective human resources that ensure the availability of technically and academically skilled leaders for progressive, balanced and pluralistic development of Bolivia and to strengthen democratic institutions within a free market economy, while ensuring that permanent ties are developed between the peoples of the United States and Bolivia.

The purpose of the project is to provide technical and leadership training in support of Mission objectives such as strengthening democratic institutions and improved administration of justice, and overall socio-economic development.

A mid-term evaluation of the Bolivian Peace Scholarship Program has been programmed to begin the first week of January, 1995, to assess the impact of short and long-term training on the participants' professional and personal environments and accordingly, to assess progress made towards fulfilling the goal and purpose of the project.

ARTICLE I - TITLE

Project: Bolivian Peace Scholarship Program (BPSP)
(CLASP II)
Number: 511-0611

ARTICLE II - OBJECTIVE

The contractor will carry out an evaluation to assess the impact of U.S. training on the activities of and on the perceptions of trainees, after their return from training.

The objectives of the evaluation will be:

- to determine whether returned trainees continue to serve as leaders and have become "change agents" in their workplace, in their communities, and in other spheres in which they are active;

- to identify the degree to which the training program and the U.S. experience have had an effect on their activities at work and on their personal *life*.
- To document the degree to which trainees have been able to apply their BPSP training in their activities.
- to identify problem areas where participant selection orientations, training, and debriefings can be improved, analyzing procedures used and programs and activities implemented in these processes.
- to assess the trainees' and ability to participate in follow-on activities.

BPSP's guidelines and requirements, as well as budgetary restrictions, cultural and geographic characteristics should be recognized as constraints to these tasks, so as to not identify structural, programmatic or financial "problems" which cannot be corrected.

ARTICLE III - STATEMENT OF WORK

The contractor will conduct the evaluation focusing on the impact of training on a) trainee employment, b) professional or career growth, c) social or economic mobility, d) educational endeavors, e) community participation and f) changes in attitudes and aspirations.

The contractor will also evaluate the trainees' interest in follow-on activities within the following parameters: participant's a) time availability, b) degree of commitment, and c) feasibility of proposed follow-on activity (ies).

The contractor will conduct the following specific activities and others which he/she recommends to perform a thorough evaluation to meet the objectives outlined:

- At least five persons of each of the eight groups trained, should be interviewed and project documents reviewed to integrate available information for program evaluation. Target departments to be visited are: La Paz, Santa Cruz, Cochabamba and Sucre. Other participants, which are small in number, can be interviewed by phone.
- Focus group-discussions by department should be held to obtain the participant reaction to their experience and to learn about concrete examples of impact. Focus groups will also serve to highlight successful activities resulting from their training, as well as major cultural social and/or political obstacles or advantages found in their role as change agents. Specific success stories should be highlighted and documented.
- A survey should be conducted of at least 30 percent of other BPSP returned participant to gather data on career advancement, community involvement, and general professional or personal growth, to compare with data obtained through the personal and group interviews.

-
- A follow-on plan of activities for the next two years, should be developed focusing on returned trainees skills utilization, multiplier effect and skills improvement. The plan should take into account financial, geographic and communications limitations versus the expectations of returned trainees.

ARTICLE IV - REPORTS

The contractor will provide a briefing to Mission personnel on the preliminary results of the evaluation at the conclusion of his/her field work. A draft report will be presented to the Mission three days before the contractor's departure. A final report of the evaluation will be issued to the Mission and to LAC/DR/EHR within five weeks of the conclusion of the field work in Bolivia and will incorporate Mission comments.

The report should have the following format:

- an executive summary
- the main body of the report, which should not exceed 35 pages, should include
 - a) discussion of findings; b) discussion of lessons learned.
- an appendices section will include at a minimum the following:
 - A brief summary of the current status of outputs;
 - a description of the methodology used in the evaluation;
 - a bibliography of documents consulted;
 - a list of institutions and individuals consulted;
 - summary recommendations;
 - sections II and J completed of AID project evaluation form 1330-5(1087) which will be supplied by USAID.

ARTICLE V - RELATIONSHIPS AND RESPONSIBILITIES

The contractor will work primarily under the technical direction of the Training Officer and will closely coordinate activities with the BPSP and the Follow-on Coordinators.

ARTICLE VI - LEVEL OF EFFORT

The U.S. contractor will spend up to 20 person days dedicated to the BPSP/Bolivia evaluation. In-country personnel will be employed for conducting the survey, for assistance in case studies, and in support activities. On arrival, the contractor will meet with Training Division personnel to agree on a plan of action.

ARTICLE VII-AID ILLUSTRATIVE BUDGET

See Attachment "B".

ARTICLE VIII-SPECIAL PROVISIONS

- A. Duty Posts
USAID/Bolivia - La Paz, Bolivia
- B. Language requirements and other qualifications

Spanish 3-3

Aguirre International, under contract with the LAC Bureau will designate the evaluator for this project. This person must have knowledge and understanding of training activities, of Bolivia and of CLASP II concepts and philosophy.

- C. Access to classified information

The contractor shall not have access to classified material.

- D. Logistic Support

As stated in Box 21 of the PIO/T

- E. Work Week

A six-day work week is authorized.

APPENDIX B:

Methods And Measures Used In The BPSP/Bolivia Evaluation

METHODS AND MEASURES USED IN THE BPSP EVALUATION

Appendix

B

The BPSP evaluation was conducted using a variety of methods and measures, both quantitative and qualitative. These were designed to measure the impact of BPSP training in preparing Trainees to be "change agents" and leaders in their respective fields, and to evaluate the impact that returned students were having in these roles back in Bolivia. Questionnaires were designed to answer these basic questions and to cover the topics addressed in the scope of work.

SURVEY METHODS AND POPULATIONS

The BPSP evaluation included the use of standardized surveys for the following populations of Trainees:

- *Returnees who studied in short-term training courses from April, 1993 to February, 1994.*
- *Returnees who studied in long-term training programs from April, 1993 to February, 1994.*

The number of returnees contacted included 66 short-term out of a population of 171, and 11 long-term out of a population of 14. In addition, a survey was made of some fifteen employers of returnees. This survey consisted of eight open-ended questions, and focused on aspects of motivation, capacity, and impacts returnees demonstrated in the workplace.

Returnee surveys were designed to evaluate the impacts of training using several types of questions:

- *Open ended questions in which the students were asked to give opinions on aspects of training and impact;*
- *Closed ended (e.g., yes/no) questions which provided percentage responses on measures*

of program effectiveness, training impact, and satisfaction;

- *Scaled indicators, or question sets, which were designed to specifically measure the impact of leadership development, longitudinal training-induced impacts, and the development and use of leadership skills.*

Survey instruments were supplemented with information gathered from focus group interviews and case studies. Other sources of information included program documentation provided by the USAID/Bolivia Mission, and reference material collected from the Bolivian Census Bureau, from the National Trade Bank, U.S. Department of State, and from Aguirre International CIS files.

DATA COLLECTION IN-COUNTRY

Data collection in-country was carried out during a field work periods of twenty days during March, 1995. The evaluation team consisted of Dr. Christopher L. Dyer, the evaluation director from Aguirre International, and research associates Mary Elena Gisbert and Mery Quito from Taller de Estudios, La Paz. Research assistant were involved in data coding and administration and collection of some of the questionnaires. All focus groups and case studies were conducted by the evaluation director and the research associates.

The particular aspects of data collection and field work organization are the following:

- ▶ *The collection of survey and supporting data was carried out with the assistance of the in-country coordinators as well as support staff hired on-site. The country research associates began the collection of data prior to the*

arrival of the evaluation coordinator. They also organized focus group meetings in the target provinces and conducted interviews with returnees by telephone who could not attend group session or who were otherwise unavailable.

- The population sample was generated using a non-random snowball collection technique from lists of names provided to the evaluation team by USAID/Bolivia and Aguirre International. Some individuals were unavailable for sampling because they had left the country. In other cases, they could not be located, or were unable to meet with the research team because of time or work constraints.*

QUESTIONNAIRE DESIGN AND ADMINISTRATION

Most questionnaires were administered directly by the research team. Some returnees included in the sample could not be interviewed personally because of logistic considerations. In these cases, telephone interviews were employed. The survey questionnaire was designed with the input of the local research associates on a scoping trip to Bolivia, but the evaluation director and the Aguirre International staff are solely responsible for the final questionnaire design. The questionnaire was organized into sections, with each section addressing one aspect of the program under evaluation.

RETURNEE SURVEY QUESTIONNAIRE

Section I: Predeparture Evaluation

This section of the questionnaire is included to evaluate the effectiveness of predeparture training. This is included to determine if such preparation was effective in preparing students for their return to their home countries. Questions addressed program activities, objectives, and overall preparation for reentry into their parent culture. The importance of this activity is that it

allows students to deal with culture shock and mitigate the readaptation period that is part of all returnees experience upon re-entry to their societies.

Section II: Training Program in the United States

The training program in the U.S. is evaluated in this section, using a series of scaled indicators and several open-ended questions focusing on expectations of training effectiveness. Questions cover a range of topics under the "Experience America" component of the training. These questions focused on the types of cultural activities that the students were involved in while training. They also cover aspects of social development and interaction with American host families and community organizations.

UNDERSTANDING OF THE U.S.— "CHANGE AGENTS" AND LEADERS

This section actually is under the same title as Section II "knowledge of the US". It focuses on the understanding developed by students from their U.S. training, as well as a scaled questions dealing with the development of leadership skills. Open ended questions dealt with the impact of CAPS training on changing the life of returnees. The focus in this section is on leadership development evaluation and overall impact of training. The "Leadership Development Scale" is designed to measure the development of leadership capacity in returnees. It is supplemented by questions addressing the leadership impacts of training on the family, workplace, and community.

IMPACT EVALUATION—EDUCATION AND EMPLOYMENT

This section of the questionnaire includes questions on the impact of training in education, employment, and community participation. Given that Trainees fulfilled the requirements to

be “change agents” and leaders, this section further develops the evaluation of the activities of returnees in areas that are specific indicators of development—education, employment, and community development. The most significant measure of successful training was taken as employment, and the measure of employment success was taken by the number of individuals employed, the number of individuals employed in their fields of study, and the number applying their training in the workplace. Another important evaluation indicator used was the measure of the shift from low to high job status resulting from training. *Job status and employment are taken as critical to development, for without adequate personal support, individuals are not likely to be effective “change agents,” or to be in a position to assume leadership roles.* Job status information is supplemented by earnings data before and after training. This gives us an indication of the shift in economic stability and status due to training.

COMMUNITY DEVELOPMENT AND PARTICIPATION

This section measures the impact returnees have had on their respective communities, and with a variety of organizations. This includes participation in political activities and groups, and is a further indication of the leadership roles returnees may have assumed since their return to Bolivia.

FOLLOW-ON AND CONCLUSION

The final two sections of the questionnaire were designed to measure the result of follow-on activities and the overall satisfaction of returnees with the BPSP program, as well as the overall impact that their training has had on the various social, political, and economic entities in which they are a part. It includes the Training Impact Assessment Scale (TIAS). This measure the impact of training ranging from “most negative”

(-3) to “most positive” (+3) over the seven categories listed below:

- In self
- In family
- In place of work
- In community or neighborhood
- In professional or CAPS alumni associations
- In town or city; and
- In society.

Questions dealing with follow on give an indication of the degree to which returnees are maintaining contact with the U.S. and continuing their roles as friendship ambassadors. This is also important to determine the extent to which he in-country coordinator and staff are effectively supporting returnees with leadership building activities, reentry seminars and employment search assistance.

The concluding section provides information on the satisfaction of trainees with various aspects of the program, and gives some measure as to how well the program was designed to fit the needs of the returnees, and to achieve some measure of sustainable development through training.

SUPPORTING DATA SOURCES

- ▶ **Focus group interviews with returnees.** Focus group interviews were conducted in the districts of Santa Cruz, La Paz, and Cochabamba. Interviewees were also grouped by occupation, and by convenience from those who were able to attend returnees gatherings arranged in the various districts. Focus group interviews were conducted in order to provide validating and enriching detail to the information gathered from the questionnaires. Focus group questions were *open-ended*, and dealt most specifically with the impact of training on returnee families, in the workplace, and in the wider community.

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A typical focus group consisted of five to ten people who attended the organized reunions in the various provinces.

- ▶ **Focus group and individual interviews with selected administrators and support staff.** Focus groups were also conducted with members of selection committees and Development Associates staff. Other individual interviews were conducted with the country coordinators, USAID personnel, selection committee representatives, and other staff and support individuals.
- ▶ **Exit questionnaires.** Exit questionnaires were conducted by Aguirre International for all those individuals who completed their U.S. training and returned to Bolivia. Information from these interviews was used to make comparisons with returnees. The questions that overlapped for these individuals were those that dealt with satisfaction with the program, as well as those that addressed the overall training experience. Specific problems with program design, campus coordinator evaluation, and the "Experience America" component were targeted for comparison.
- ▶ **Ethnographic Case Studies.** Ethnographic case studies were used to provide an in-depth look at the impact of training on selected individuals in their countries. This included, when feasible, interviews with families,

employers, friends, co-workers, and other relatives of selected returnees. *The selection of individuals for case studies was biased to a degree by the country coordinator, who often identified "good" (i.e., successful) candidates from those available. In some cases, individuals were independently selected from focus groups by the evaluator(s), and in other cases from the general survey population using criteria of occupation and/or region or residence.* Case studies were conducted by gathering a life history of selected returnees, as well as all available information on the impacts of their training on as many societal levels as possible. For example, the impact of training on the economic welfare of the family was an issue, as well as the dissemination of training skills in the workplace.

- ▶ **Documentation and reference material.** Background information on the administration and history of BPSP was provided on request by USAID and Development Associates staff. Other supporting reference material was gathered from sources both in-country and in the United States.
- ▶ **Employer interviews.** Interviews were conducted with a select group of 15 employers from the visited districts. These interviews used open ended surveys and dealt with specific issues of the impact of BPSP returnees in their places of work.

APPENDIX C:

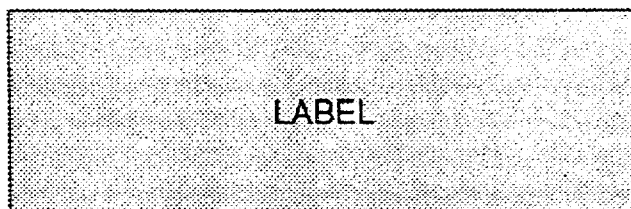
Quantitative Evaluation Instruments (Trainee and Employer Survey Instrument)

PROGRAMA DE CAPACITACION BOLIVIA—EE.UU.

CLASP

CUESTIONARIO PARA PARTICIPANTES

AGENCIA DE LOS EE.UU. PARA EL DESARROLLO INTERNACIONAL



POR FAVOR USE LETRA DE MOLDE

| | |
|---------------------------|--------------------------------|
| Primer y Segundo Nombres: | Apellido Paterno: |
| Apellido Materno: | Apellido de Matrimonio/Casada: |

Fecha de hoy: ____ / ____ / ____ (Día / Mes / Año)

Fecha de regreso: ____ / ____ / ____ (Día / Mes / Año)

1. País de origen: BOLIVIA

2. ¿Qué estudió Ud. en los Estados Unidos? (Indique su área de estudio o capacitación).

PROCESO DE SELECCION

3. Antes de que usted fuera nominado para el Programa, ¿qué papel desempeñó su jefe en el proceso de nominación? (Marque sólo *una* respuesta, la que mejor describa el tipo de apoyo recibido o la falta de apoyo).

_____ (01) Le avisó de la beca solamente

_____ (02) Le alentó a hacer la solicitud y nada más

_____ (03) Le recomendó a su jefe o a A.I.D. como un posible becario

_____ (04) Le seleccionó como candidato

_____ (05) No hizo nada para apoyar su solicitud

_____ (06) No tenía jefe. Trabajaba a cuenta propia, estaba sin trabajo, o fue capacitado en una área de trabajo comunitario/voluntariado.

Date Rec'd

Data Entry

Coder

Log Number

ID Number

PIO/P Number

Project-Program

1. ____

2. ____

3. ____

4. a. ¿Alguien *dentro de su institución* le entrevistó a Ud. antes de que fuera nominado como candidato?

_____ (01) Sí _____ (02) No

- b. ¿Quién le hizo la entrevista para optar a la beca? (Ponga todas las respuestas que sean apropiadas).

_____ Su jefe o supervisor
 _____ Un oficial superior del Ministerio/institución donde trabaja
 _____ Un funcionario o comité de selección de USAID
 _____ Un representante de la institución capacitadora que vino a Bolivia

ORIENTACION ANTES DEL VIAJE

5. Antes de su viaje a los EE.UU., ¿recibió Ud. una orientación en Bolivia sobre cómo sería su programa de capacitación?

_____ (01) Sí _____ (02) No _____ (03) No recuerda

6. Sumando todas las sesiones, ¿cuántos días duró la orientación? _____

7. Indique cuales de las siguientes áreas fueron incluidas en su orientación.

| | No la recibió (01) | Nada útil (02) | Algo útil (03) | Útil (04) | Muy útil (05) |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Información sobre los objetivos del programa en los EE.UU. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Contenido del programa en los EE.UU. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Actividades del programa en los EE.UU. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. El programa de seguimiento en Bolivia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. La aplicación de la capacitación al trabajo o a su actividad comunitaria | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Los reglamentos y políticas administrativas y de USAID | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Los beneficios de la experiencia de vivir en otra cultura | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. La aplicación a la realidad de Bolivia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. Como resultado de su orientación, ¿hasta qué punto se sentía Ud. listo o preparado para empezar su programa en los EE.UU.? (Marque la casilla que mejor representa su opinión).

_____ (01) Nada preparado _____ (03) Preparado
 _____ (02) Algo preparado _____ (04) Muy preparado

EL PROGRAMA DE CAPACITACION EN LOS EE.UU.

9. ¿En qué idioma recibió su programa de capacitación?

_____ (01) Inglés _____ (02) Español _____ (03) Ambos

10. a. ¿Cómo compararía la capacitación que recibió en los EE.UU con lo que Ud. esperaba recibir? (Marque sólo una casilla).

_____ (01) Peor de lo que esperaba

_____ (02) Igual a lo esperado

_____ (03) Mejor de lo que esperaba

b. Si fue peor de lo que esperaba, por favor explique por qué.

c. Si fue mejor de lo que esperaba, por favor explique por qué.

11. ¿Cómo calificaría la compatibilidad con los miembros de su grupo de capacitación?

| | Poco compatible (01) | Compatible (02) | Muy compatible (03) |
|---|--------------------------|--------------------------|--------------------------|
| a. Nivel educativo | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Experiencia profesional y preparación | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Habilidades de comunicación | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Areas de interés | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Conocimiento de las prioridades de desarrollo de Bolivia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Compromiso con las prioridades de desarrollo de Bolivia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

9. _____

10.
a. _____

b. _____

c. _____

11.
a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

CONOCIMIENTO DE LOS EE.UU.

12. Cuando estaba en los EE.UU., ¿con qué frecuencia participaba Ud. en actividades en la comunidad o en la universidad? (Marque la casilla que mejor refleje su opinión).

| | Nunca (01) | A veces (02) | Frecuentemente (03) |
|--|--------------------------|--------------------------|--------------------------|
| a. Visitas a familias norteamericanas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Reuniones con miembros del gobierno local y con líderes de la comunidad | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Contactos con miembros del sector privado | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Observación o participación en actividades de la comunidad | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Asistencia a eventos culturales | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Asistencia a una iglesia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Participación en actividades recreativas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Viajes dentro de los EE.UU. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Participación en actividades de voluntariado | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Contactos con personas en su misma área de trabajo/actividad | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

12.
a. ____
b. ____
c. ____
d. ____
e. ____
f. ____
g. ____
h. ____
i. ____
j. ____

13. Como resultado de su participación en el programa, ¿cuánto aumentó su conocimiento de la vida de los Estados Unidos en las siguientes áreas? (Para cada categoría marque la casilla correspondiente).

| | Nada (01) | Muy poco (02) | Algo (03) | Mucho (04) | Muchísimo (05) |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. La familia de los EE.UU. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. El papel/rol de la mujer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. La variedad de pueblos y culturas en los EE.UU. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Las instituciones democráticas de los EE.UU. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. El proceso democrático en la vida diaria | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. El sistema de libre empresa en EE.UU. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. El voluntariado en los EE.UU. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Formas de cómo son los líderes en los EE.UU. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

13.
a. ____
b. ____
c. ____
d. ____
e. ____
f. ____
g. ____
h. ____

14. ¿Qué es lo que más le gustó de toda su experiencia en los EE.UU.?

14. ____

15. ¿Qué es lo que menos le gustó de su experiencia en los EE.UU.?

15. _____

16. Marque la casilla que mejor refleja su opinión para cada frase que sigue.

¿Cómo le ha ayudado la oportunidad de estudiar en los EE.UU.?

| Sus estudios en los EE.UU. han aumentado su: | Estoy muy de acuerdo (01) | Estoy de acuerdo (02) | Indeciso (03) | No estoy completamente de acuerdo (04) | No estoy de acuerdo (05) |
|---|---------------------------------|-----------------------------|--------------------------|---|--------------------------------|
| a. Independencia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Auto-confianza | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Capacidad de comunicarme con otros | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Capacidad para tolerar cambios | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Actitud para asumir riesgos | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Capacidad de hablar en público | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Actitud de intentar nuevas cosas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

16. _____

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

17. a. ¿Cree Ud. que sus expectativas/proyecciones para el futuro han cambiado a partir de su experiencia en los EE.UU.?

_____ (01) Sí _____ (02) No

b. Explique, por favor, por qué sus expectativas/proyecciones han cambiado, o por qué no han cambiado.

17. _____

a. _____

b. _____

18. a. ¿Cómo ha cambiado su vida familiar como resultado de su participación en el Programa de Amistad Bolivia—EE.UU.?

_____ (01) No ha cambiado (pase a la #19)

_____ (02) Algo de cambio

_____ (03) Mucho cambio

b. Si ha cambiado, ¿cómo o porqué ha cambiado su vida familiar?

18. _____

a. _____

b. _____

IMPACTO EVALUATIVO

I. EDUCACION

19. a. Desde su regreso de los Estados Unidos, ¿ha tenido la oportunidad de realizar algún tipo de capacitación o estudio?

_____ (01) No (pase a la #22)

_____ (02) Sí, en mi país

_____ (03) Sí, fuera del país ¿Dónde? _____

b. ¿Que estudió? _____

c. Tiempo que duró la capacitación _____

20. Si la respuesta es "sí," ¿a qué nivel? (Marque sólo la opción que el becario considere más importante).

_____ (07) Comunitaria/Organizacional

_____ (03) Técnico/Vocacional

_____ (08) Bachillerato

_____ (09) Egresado/Licenciatura (Universitario)

_____ (05) Maestría (Universitario)

_____ (06) Doctorado

21. a. (Conteste sólo si su capacitación en los Estados Unidos fue en *un programa académico de 9 meses o más*).

¿Tuvo Ud. alguna dificultad en que le aceptaran los créditos (unidades académicas) en su país?

_____ (01) Sí

_____ (02) No

_____ (08) No aplica

b. Si la respuesta es sí, ¿qué tipo de dificultad tuvo?

22. ¿Ha compartido con otros su experiencia y conocimientos obtenidos en sus estudios en los EE.UU.? ("Compartir" se refiere a enseñar, contar la experiencia, conversar).

_____ (01) Sí

_____ (02) No (pase a la #25)

19. a. _____

b. _____

c. _____

20. _____

21. a. _____

b. _____

22. _____

23. a. ¿Con cuántos colegas o compañeros de trabajo ha compartido *formalmente* (en seminarios, charlas, talleres, asambleas) algo sobre sus estudios en los Estados Unidos? (Ponga el número estimado).
- _____
- b. ¿Con cuántos colegas o compañeros de trabajo ha compartido *informalmente* algo sobre sus estudios en los Estados Unidos? (Ponga el número estimado).
- _____
24. a. ¿Con cuántas otras personas—miembros de la comunidad, amigos, familiares, etc.—ha compartido *formalmente* (en seminarios, charlas, talleres, asambleas) algo sobre sus estudios en los Estados Unidos? (Ponga el número estimado).
- _____
- b. ¿Con cuántas otras personas—miembros de la comunidad, amigos, familiares, etc.—ha compartido *informalmente* algo sobre sus estudios en los Estados Unidos? (Ponga el número estimado).
- _____
- c. ¿Cuál ha sido la manera más importante de compartir su experiencia de capacitación con los demás?
- _____
- _____
- _____

II. EMPLEO

25. Antes de ir a capacitarse en los EE.UU., ¿trabajaba en algo que le generaba ingresos o que le permitía autoabastecerse?
- _____ (01) Sí _____ (02) No (pase a la #27)
26. ¿En qué trabajaba? _____
- _____
27. ¿Su capacitación en los EE.UU. fue en su área de trabajo o en una actividad voluntaria? (Marque sólo una respuesta).
- _____ (01) Área de trabajo
- _____ (02) Actividad voluntaria
- _____ (03) Ambas
- _____ (04) Otro (especifique, por favor): _____

28. ¿La capacitación contribuyó a su participación en algunas de las siguientes actividades (en su trabajo actual o en sus actividades comunitarias)? (Marque todas las respuestas que correspondan).

- _____ a. La planificación de proyectos
- _____ b. La implementación de proyectos
- _____ c. La capacitación de otros
- _____ d. La asistencia técnica a un proyecto
- _____ e. Difundiendo en un medio de comunicación, boletín o en un periódico, información relacionada con la capacitación
- _____ f. Impartiendo en un seminario, foro o clase, las habilidades aprendidas en la capacitación

28.
a. _____
b. _____
c. _____
d. _____
e. _____
f. _____

29. a. ¿Trabaja ahora?

_____ (01) Sí _____ (02) No
(pase a la #30)

29.
a. _____

b. Si no está trabajando en algo que le genera ingresos, ¿está buscando trabajo?

_____ (01) Sí (pase a la #47) _____ (02) No

b. _____

c. ¿Porqué no está buscando trabajo?
(Después de responder, pase a la #47).

- _____ (01) Estoy estudiando
- _____ (02) Soy ama de casa
- _____ (03) Soy pensionado o jubilado
- _____ (04) No trabajo por otro motivo (especifique):

c. _____

30. a. ¿Qué hace ahora (describa su trabajo)?

30.
a. _____

b. ¿Está utilizando inglés en su trabajo?

_____ (01) Sí _____ (02) No

b. _____

31. Si Ud. sigue trabajando en la misma institución donde estaba antes de ir a los EE.UU., ¿ha sido reasignado a un cargo que *no tiene* relación con la capacitación recibida?

_____ (01) Sí _____ (02) No _____ (08) No aplica

31. _____

32. a. ¿Dejó el trabajo que tenía antes de ir a la capacitación por algún motivo relacionado con su participación en el programa de capacitación?

_____ (01) Sí _____ (02) No

32.
a. _____

b. Si la respuesta es sí, por favor, explique por qué.

b. _____

33. ¿Trabaja ahora en la *misma* área en que recibió su capacitación?

_____ (01) Sí _____ (02) No ¿Porqué? _____

33. _____

34. ¿Para quién trabaja Ud.? (Marque sólo una respuesta, que es el sector en que el becario considera se ubica su empleo principal).

- _____ (01) Por cuenta propia (pequeño negocio, pequeña parcela, empleador con cuatro o menos empleados)
- _____ (02) **Empleador** del sector privado (dueño, empresario) (empresa agrícola, fábrica, negocio con 5 o más empleados)
- _____ (03) **Empleado** del sector privado (empresa agrícola, fábrica, negocio con 5 o más empleados)
- _____ (04) Empleado de una cooperativa
- _____ (05) Organización privada sin fines de lucro (no gubernamentales)
- _____ (06) Empleado del sector público (cualquier organización del gobierno)
- _____ (08) Organización autónoma o descentralizada
- _____ (09) Empresa mixta
- _____ (07) Otro, describa: _____

34. _____

35. ¿Cuántas personas trabajan en la empresa, organización o agrupación?

35. _____

36. ¿Qué hace la empresa, organización o agrupación?

37. ¿Cómo se llama la empresa, organización o agrupación?

Dirección _____

Teléfono _____

38. ¿Tiene Ud. personalmente más de un empleo, fuente de ingreso o actividad productiva?

_____ (01) Sí

_____ (02) No

38. _____

39. ¿Cuánto de lo que aprendió en su programa de capacitación en los EE.UU. ha podido poner en práctica en su trabajo actual? (Marque sólo una respuesta que mejor representa su opinión).

_____ (01) Nada (pase a la # 41)

_____ (02) Muy poco (pase a la #41)

_____ (03) Algo

_____ (04) Mucho

_____ (05) Muchísimo

39. _____

40. Si marcó "Algo," "Mucho" o "Muchísimo," describa, por favor, un ejemplo específico de cómo está aplicando su capacitación en el trabajo.

41. Si marcó "Nada," "Muy poco," o "Algo," por favor díganos por qué. (Marque todas las respuestas que correspondan).

_____ a. No hubo trabajo en su campo de estudio.

_____ b. No tiene la autoridad para ponerlo en práctica.

_____ c. No tiene apoyo de sus jefes/superiores/supervisores/autoridades de su comunidad.

_____ d. No tiene apoyo de sus colegas o su comunidad.

_____ e. No tiene las herramientas/equipos/recursos necesarios.

_____ f. Su trabajo actual no requiere de los conocimientos que aprendió en el programa de capacitación.

_____ g. La capacitación no se aplicó a la realidad de Bolivia.

_____ h. Otro (especifique): _____

41. _____

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

42. ¿Qué importancia dan sus superiores al programa de capacitación que Ud. recibió?

- _____ (01) Ninguna importancia
_____ (02) Algo de importancia
_____ (03) Mucha importancia

42. _____

43. a. Antes de entrar al programa de capacitación, ¿cuánto ganaba mensualmente, aproximadamente, calculado en dólares norteamericanos?

- | | |
|------------------------------|----------------------------|
| _____ (01) Estaba sin empleo | _____ (05) \$400-\$599 |
| _____ (02) \$1-\$99 | _____ (06) \$600-\$999 |
| _____ (03) \$100-\$199 | _____ (07) \$1,000-\$1,999 |
| _____ (04) \$200-\$399 | _____ (08) \$2,000 o más |

43.
a. _____

b. Ahora después de terminar su programa de capacitación, ¿cuánto gana mensualmente, aproximadamente, calculado en dólares norteamericanos?

- | | |
|----------------------------|----------------------------|
| _____ (01) No tengo empleo | _____ (05) \$400-\$599 |
| _____ (02) \$1-\$99 | _____ (06) \$600-\$999 |
| _____ (03) \$100-\$199 | _____ (07) \$1,000-\$1,999 |
| _____ (04) \$200-\$399 | _____ (08) \$2,000 o más |

b. _____

44. a. ¿Le han ascendido en su trabajo actual desde su regreso del programa de capacitación en los EE.UU.?

- _____ (01) Sí _____ (02) No _____ (08) No aplica

44.
a. _____

b. Si la respuesta es sí, ¿cree Ud. que esto se debe a la capacitación que recibió?

- _____ (01) Sí _____ (02) No

b. _____

45. a. ¿Han aumentado sus responsabilidades en su trabajo actual desde su regreso del programa de capacitación en los EE.UU.?

- _____ (01) Sí _____ (02) No

45.
a. _____

b. Si la respuesta es sí, ¿cree Ud. que esto se debe a la capacitación que recibió?

- _____ (01) Sí _____ (02) No

b. _____

46. a. ¿Han mejorado sus ingresos desde su regreso del programa de capacitación?

- _____ (01) Sí _____ (02) No

46.
a. _____

b. Si la respuesta es sí, cree Ud. que esto se debe a la capacitación que recibió?

- _____ (01) Sí _____ (02) No

b. _____

III. PARTICIPACION EN ACTIVIDADES COMUNITARIAS

47. ¿Participaba frecuentemente en actividades comunitarias (organizaciones o proyectos del barrio, comunidad, iglesia, grupos especiales, partidos políticos, sindicatos, etc.) antes de asistir al programa en los EE.UU.?

_____ (01) Sí _____ (02) No

47. ____

48. ¿Ha participado frecuentemente en actividades comunitarias desde su regreso del programa de capacitación en los EE.UU.?

_____ (01) Sí _____ (02) No

48. ____

49. Marque hasta tres respuestas, evaluándolas de 1 a 3 en orden de importancia.

¿En qué tipo de actividades comunitarias/voluntarias participaba y participa ahora, desde su regreso?

a. Antes b. Ahora

- | | | |
|-------|-------|--|
| _____ | _____ | (02) Culturales (actos artísticos, danza, etc.) |
| _____ | _____ | (03) Humanitarias (de caridad, etc.) |
| _____ | _____ | (04) Proyectos comunitarios (construcción de escuelas, caminos, puestos de salud, mercado) |
| _____ | _____ | (05) Cívicas (campañas para elecciones, consejos municipales, trabajos de partido) |
| _____ | _____ | (11) Sindicalistas |
| _____ | _____ | (06) Salud (vacunas, campaña anti-drogas, planificación familiar, etc) |
| _____ | _____ | (07) Agrícolas (programas anti-pesticidas, recuperación del agua) |
| _____ | _____ | (08) Religiosas (obras benéficas, proyectos comunitarios, etc.) |
| _____ | _____ | (09) Educación (alfabetización, educación de adultos, etc.) |
| _____ | _____ | (10) Otra (especifique): _____ |

49.

a.

1

2

3

b.

1

2

3

50. Si ahora participa frecuentemente en actividades voluntarias, ¿cuánto de lo que aprendió en su programa de capacitación en los EE.UU. ha podido poner en práctica en sus actividades comunitarias actuales? (Marque la casilla que mejor representa su opinión).

- _____ (01) Nada
- _____ (02) Muy poco
- _____ (03) Algo
- _____ (04) Mucho
- _____ (05) Muchísimo

50. ____

51. Si ahora participa frecuentemente en actividades voluntarias, ¿qué papel ha desempeñado en las actividades comunitarias en que más ha participado después de su capacitación en los EE.UU.? (Marque todas las que correspondan).

_____ a. Asistiendo a reuniones

_____ b. Ayudando a planificar eventos/actividades/proyectos

_____ c. Participando como dirigente/director/facilitador de eventos/actividades/proyectos

_____ d. Entrenando a otros

_____ e. Participando como vocero/representante del grupo en actividades extracomunales (fuera de la comunidad)

_____ f. Asumiendo cargos formales de liderazgo o administrativos

_____ g. Otro: _____

51.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

52. a. ¿Ha trabajado como empleado o voluntario en una organización no gubernamental (ONG)?

_____ (01) Sí

_____ (02) No

52.

a. _____

b. Si la respuesta es sí, ¿cual? (Incluya nombre y dirección.)

53. ¿Su entrenamiento en los EE.UU. le ha ayudado a ser más eficiente como líder de su comunidad o lugar de trabajo?

_____ (01) Sí

_____ (02) No

_____ (03) No sé

53. _____

54. Describa, por favor, qué cosas puede realizar Ud. mejor como líder ahora debido a su capacitación.

54. _____

55. ¿Participa Ud. ahora en menos actividades comunitarias, el mismo número, o en más actividades que antes de la capacitación en los EE.UU.? (Marque sólo una casilla).

_____ (01) Menos

_____ (02) El mismo número
(pase a la #57)

_____ (03) Más

55. _____

56. ¿A qué se debe el cambio en su nivel de participación en las actividades?

56. — — —
— — —
— — —

57. ¿Cómo participa Ud. en las actividades cívicas de su comunidad, provincia o país?
(Marque todas las respuestas que correspondan).

- _____ a. Votando en las elecciones/comicios gubernamentales (presidencia, alcaldía, diputados, etc.)
- _____ b. Votando en las elecciones no gubernamentales (gremios, clubes, asociaciones, etc.)
- _____ c. Participando en campañas políticas
- _____ d. Participando en campañas electorales no gubernamentales (gremios, clubes, asociaciones, etc.)
- _____ e. Postulándose como candidato en elecciones gubernamentales (concejal, alcaldía, diputados, etc.)
- _____ f. Postulándose como candidato en elecciones no gubernamentales (gremios, clubes, asociaciones, etc.)
- _____ g. Otros, especifique: _____

57
a. — —
b. — —
c. — —
d. — —
e. — —
f. — —
g. — —

EL PROGRAMA DE SEGUIMIENTO

58. Marque todas las que correspondan. ¿En cuáles de las siguientes actividades ha participado Ud. después de regresar a su país?

- _____ a. Contacto personal con otros participantes del programa
- _____ b. Lectura de revistas profesionales de los EE.UU.
- _____ c. Participación en grupos o reuniones formales del Programa de Seguimiento
- _____ d. Elaboración y presentación de proyectos con otros participantes
- _____ e. Relaciones comerciales/negocios con los EE.UU.
- _____ f. Contactos con amigos de los EE.UU.
- _____ g. Contacto con la institución capacitadora en los EE.UU.
- _____ h. Visitas de los amigos de los EE.UU.
- _____ i. Colaboración con los voluntarios del Cuerpo de Paz
- _____ j. Correo electrónico (e-mail)
- _____ k. Ninguno de los anteriormente mencionados

58.
a. — —
b. — —
c. — —
d. — —
e. — —
f. — —
g. — —
h. — —
i. — —
j. — —
k. — —

59. a. Hay una asociación de participantes compuesta de ex becarios capacitados en los EE.UU. ¿Es Ud. miembro/socio?

_____ (01) Sí _____ (02) No

b. Si la respuesta es sí, indique en que actividades participa o ha participado Ud.

59.
a. _____

b. _____

60. ¿Qué tipo de programas o actividades le sería más útil para darle seguimiento al programa?

- _____ (01) Asociación de ex-becarios
_____ (02) Seminarios/talleres sobre temas relacionados con su área de capacitación (indique tipo): _____
_____ (03) Seminarios/talleres sobre otros temas (indique tema): _____
_____ (04) Revistas/libros profesionales o de USAID
_____ (05) Boletín informativo
_____ (06) Colaboración en buscar trabajo
_____ (07) Otros (describa): _____

60.
1 _____

2 _____

3 _____

VI. CONCLUSION

61. En general, ¿cómo evaluaría su nivel de satisfacción con la beca en los EE.UU.? (Marque sólo una casilla).

- _____ (01) Muy insatisfecho _____ (04) Satisfecho
_____ (02) Insatisfecho _____ (05) Muy satisfecho
_____ (03) Más o menos / Neutral

61. _____

62. ¿Cómo calificaría la utilidad de su programa de capacitación en los EE.UU. con respecto a las siguientes áreas? (Para cada categoría marque la casilla correspondiente).

| | Nada útil (01) | Poco útil (02) | Algo útil (03) | Útil (04) | Muy útil (05) |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Mejorar su capacidad profesional (teórico/intelectual) para su trabajo actual | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Aprender técnicas/habilidades/destrezas nuevas (práctico/manual) para su trabajo actual | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Aprender nuevas maneras de aplicar técnicas, destrezas o conocimientos ya conocidos | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Prepararse para un trabajo/carrera en el futuro | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Conocer a estadounidenses en la misma área de trabajo | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Conocer a otros bolivianos en la misma área de trabajo | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Ayudarle en su trabajo comunitario en la comunidad | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Mejorar su capacidad de liderazgo | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

62.
a. _____
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____
h. _____

63. En este cuestionario, le hemos pedido que describa varios "impactos" que ha tenido la capacitación en su persona, su familia, y otros. Ahora, quisiéramos que considere esos impactos, tanto negativos como positivos, al responder a las áreas siguientes.

Instrucciones: Indique, por favor, el grado de impacto positivo o negativo que la capacitación ha tenido en cada una de las categorías siguientes. Un "-3" (3 negativo) indica "el peor impacto posible," y un "+3" (3 positivo) indica "el mejor impacto posible." Ponga un círculo alrededor del impacto que Ud. juzgue apropiado en cada caso.

| | (1) | Negativo (2) | (3) | Neutral (4) | (5) | Positivo (6) | (7) |
|--|-----|-----------------|-----|----------------|-----|-----------------|-----|
| 1. En mi persona | -3 | -2 | -1 | 0 | +1 | +2 | +3 |
| 2. Mi familia | -3 | -2 | -1 | 0 | +1 | +2 | +3 |
| 3. Lugar de trabajo | -3 | -2 | -1 | 0 | +1 | +2 | +3 |
| 4. Barrio o comunidad | -3 | -2 | -1 | 0 | +1 | +2 | +3 |
| 5. Asociación profesional/ de ex-becarios | -3 | -2 | -1 | 0 | +1 | +2 | +3 |
| 6. Ciudad/pueblo | -3 | -2 | -1 | 0 | +1 | +2 | +3 |
| 7. Sociedad | -3 | -2 | -1 | 0 | +1 | +2 | +3 |

63.
1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

7. ____

64. a. Para la pregunta anterior, marque Ud. la categoría en que su capacitación tuvo el **mayor** impacto (o impacto más **positivo**).

1 2 3 4 5 6 7

64.
a. ____

- b. Explique porqué marcó la respuesta correspondiente.

b. ____

- c. Para la pregunta anterior, marque Ud. la categoría en que su capacitación tuvo el **menor** impacto (o impacto más **negativo**).

1 2 3 4 5 6 7

c. ____

- d. Explique porqué marcó la respuesta correspondiente.

d. ____

65. ¿Cómo se puede mejorar el Programa de Capacitación Bolivia —EE.UU. en cualquiera de sus aspectos?

66. ¿Recomendaría Ud. este programa de capacitación a otras personas? (Marque sólo una respuesta).

_____ (01) Sí _____ (02) No _____ (03) No sé

66. _____

67. ¿Dónde vive usted ahora?

Cantón/Ciudad: _____

Provincia: _____

67. _____

68. a. ¿Vive Ud. en el mismo barrio/ciudad/comunidad donde vivía antes de su capacitación en los EE.UU.?

_____ (01) Sí _____ (02) No

68. _____

b. Si la respuesta es no, ¿donde vivía Ud. antes de su capacitación en los EE.UU.?

Cantón/Ciudad: _____

Provincia: _____

b. _____

c. Si Ud. se mudó, ¿la mudanza se debe en parte a su capacitación en los EE.UU.?

_____ (01) Sí _____ (02) No

c. _____

d. Si no vive en el mismo barrio/ciudad/comunidad como antes, por favor explique porqué se mudó. (Marque una sola respuesta que mejor refleje su situación).

_____ (01) Para continuar sus estudios

_____ (02) Para buscar mejor trabajo

_____ (03) Porque su empresa le trasladó

_____ (04) Para salir de la casa de sus padres e independizarse (sin casarse)

_____ (05) Para casarse

_____ (06) Para acompañar a su esposo/su familia

_____ (07) Para mudarse a una casa mejor

d. _____

69. Por favor, indique su estado civil.

_____ (01) Soltero

_____ (02) Casado

_____ (04) Concubinato

_____ (05) Viudo

_____ (06) Divorciado

69. _____

Uno de los componentes de este estudio es el de entrevistar a los jefes/supervisores de algunos de los ex-becarios para conocer el impacto de la capacitación en su lugar de trabajo. Sólo podemos hacer esta entrevista con la autorización del ex-becarios.

70. a. ¿Nos daría Ud. permiso para entrevistar a su jefe/supervisor/empleador?

_____ (01) Sí _____ (02) No

70.
a. _____

b. Por favor indique el nombre de su jefe/supervisor/empleador; título/cargo; dirección; y número de teléfono.

Nombre: _____

Cargo/título: _____

Institución: _____

Dirección: _____

Teléfono: _____

GRACIAS POR SU COOPERACION

Aguirre International agradece su participación en esta encuesta. Toda la información que Ud. nos proporciona es estrictamente confidencial. Nunca se identifica a un participante por su nombre o posición. Los datos que nos da son agregados estadísticamente y quedan anónimos.



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Estimado Empresario:

Entre las personas que trabajan en su firma o institución es un ex-becario BPSP, un programa de capacitación auspiciada por la Agencia de Desarrollo Internacional del Gobierno de los EE.UU. (USAID). Las siguientes preguntas forman una base para la evaluación de dicho programa. Tenga la bondad de contestar las preguntas sobre el ex-becario BPSP. Sus respuestas serán muy valiosas para poder determinar el valor de este programa de becas, en el desarrollo de Bolivia. Este cuestionario es totalmente confidencial, y sus respuestas solo serán empleadas anónimamente. Mil gracias por su cooperación.

Atentamente,

Christopher L. Dyer, Ph.D.
Evaluador del Programa BPSP/Bolivia

BPSP/BOLIVIA

CUESTIONARIO PARA LOS EMPRESARIOS O SUPERVISORES

1. ¿Cuál es el nombre de su empresa o compañía?

2. ¿Qué trabajo desempeña el ex-becario BPSP en su empresa?

3. ¿Cuánto tiempo ha sido Ud. su supervisor/jefe?

4. ¿Cuál ha sido el impacto de este empleado para su organización?

5. ¿En qué forma se distinguen los ex-becarios BPSP con respecto a los otro empleados al mismo nivel de la empresa?

6. a. ¿Ha capacitado a otros empleados de la empresa el ex-becario BPSP?

Sí _____ No _____

- b. Cómo?

7. a. ¿Contrataría a otros ex-becarios BPSP si tuviera la oportunidad de hacerlo?

Sí _____ No _____

- b. ¿Por qué o por qué no?

8. ¿Cuáles son las cualidades más importantes que aportan a la empresa los ex-becarios BPSP?

GRACIAS POR SU COOPERACION!

Christopher L. Dyer, Ph.D.